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#317 (Classroom Archive and Data Transfer)

We have come to the end of another year. For the last tip of the 20-21 school year I wanted to make sure I covered how to finalize our Google Classrooms and also transfer data if necessary. It is important that we try to wrap up the school year and our Classrooms appropriately so that we can get up and running quickly in the Fall. This is somewhat of a long, but only because every step is described completely. There are accompanying video walkthroughs if you prefer that.

Below I will be going over:

1. Cleaning up and archiving Google Classrooms
2. Transferring Drive and other Google Content

1. Cleaning up and archiving Google Classrooms ([video walkthrough](#))

1. Archive classes from this school year (and any from previous years that may have been missed)
 1. Go to main classroom page showing all your classes
 2. Click the three dots at the top right of the class and choose Archive
 1. This removes the class from your view of the main page
 2. Still allows you to copy any materials to new classes next year or any year after
 3. No changes can be made to an archived course by you or your students.
 4. It is possible to Restore (unarchive) a course
2. Remove class calendars from Google Calendar
 1. You don't need these calendars anymore
 2. Go to Google calendar
 1. Under my calendars click the three dots next to calendars you don't need and choose hide from list.
 1. They still exist in your calendar settings though. While not necessary, you can go there and delete them permanently.
3. Archive Folders in the Classroom folder in Google Drive
 1. Create an Archive folder (if you haven't already) in Google Drive and move any old (archived) Google Classroom folders into it.
4. Delete unnecessary Google Classrooms.
 1. Why delete some Google Classrooms?
 1. If you have too many Google Classroom classes it can be slower to load when you want to reuse a post since it is pulling up the list from all the active and archived classes.
 2. When you want to reuse assignments it can be confusing as to which class you are reusing from. If you had 5 sections of Algebra 1 last year, they have the same assignments. You can delete 4 of the sections from last year and just keep one for the purpose of reusing assignments.
 3. When you archive a class, students still have access to the class, but are not able to submit or interact in the class. If you want to cut off access, delete the class.
 4. To delete, from the archived classes section of Google Classroom, click on the 3 dots on the tile and choose "Delete."

Other suggestions:

- Make sure all work is “returned”. This will give back ownership of student work back to the students. To quickly check on this:
 - Click on the menu button at the top left and choose To Review
 - For any assignment that shows items as “Turned In” you will have to grade and/or return to students.
- You can unenroll students from your classes if you don’t want them to have any access to course materials down the road.
 - Go to the People tab, check the box at the top of students to select all, then choose actions and Remove

In the Fall you can restore any classes that you plan on teaching again so that you can “Make a Copy”. This copy will contain all previous assignments and have them saved as drafts. This will save a tremendous amount of time for you if many of the assignments, announcements, questions, etc. will be the same or similar.

On the other hand, you can always create a new class from scratch and use the ReUse post option to select any announcement or assignment from any live or archived class to add to your new class. You can also Reuse posts in copied classes as well.

2. Transferring Drive Content

If there is a reason you will need to move content out of your medway Google Drive and into a personal account there is currently two methods for doing this.

1. Google Takeout (video walkthrough)

1. [Google Takeout](#) allows a user to export any account data from the school account to another gmail account. By clicking the link above you will be directed to the takeout site. Follow the prompts to authorize your personal account and begin your transfer.

2. Sharing and Copying of Drive files (video walkthrough)

1. In your work Google Drive, share any files and/or folders with your personal account as an editor.
2. Log into your personal account and make copies of all the files that you need.
3. You cannot make a copy of an entire folder. What you will want to do is open the shared folder and click and drag or hold down ctrl and click to highlight all the files that you would like to copy.

With those files highlighted, right click one of the files and choose "Make a copy". New copies will be created with your personal account being the owner.

#316 6/7/22 (Google Keep)

Today I'm going to reference all the way back to [10/21/14](#), when I first recommended [Google Keep](#) to many of you. At that time I had already been using Keep since it first came out in early 2013 and couldn't be happier about it. I still use this app daily and I don't even think that I'm taking advantage of all of its features.

Google Keep is a note taking app that lets you create notes, lists, drawings, audio and more. Once a user creates any type of note, they can be easily shared, have reminders attached, tagged with labels, and even shared with collaborators. I believe that the more users take advantage of this tool the more powerful it becomes.

Keep can also be easily synced with Google Docs and Calendar so that items can seamlessly be added to and from these applications. And, finally don't forget to add the [Keep extension](#).

This will allow you to add items like web pages, articles, and more to your Keep dashboard with a single click of a button.

#315 5/31/22 (Google Doc Scavenger Hunt with Images)

Happy almost June everyone! With June almost upon us it has caused me to start thinking about end of year activities. I was trying to think about something that students might not have been doing often as well as getting them a little more active in their participation. I began thinking of a scavenger hunt. Back in [January of 2020](#) I presented a tip about Goose Chase. I didn't want to repost the same thing but still like the idea of a scavenger hunt.

I landed on using Google Docs and the ability to Insert Images with a couple clicks. My thoughts are that a teacher can insert a two column table on a Google Doc that contains a question or idea in the first column and the second column will be the image evidence.

Simple questions/prompts for the younger students, like types of shapes, animals, etc. would work while more advanced concepts like riddles and other clues for HS may be better. Riddles like "I have eyes but cannot see", or "I have hands but cannot clap" would be fun. (Potato, Clock).

Once you create the Google doc, share it on Classroom with the, make a copy for each student setting, and the students will be off and running. Let me know if you would like any help with this or any other end of year activity.

See [this quick screencast](#) showing what the Google Doc and image insertion looks like.

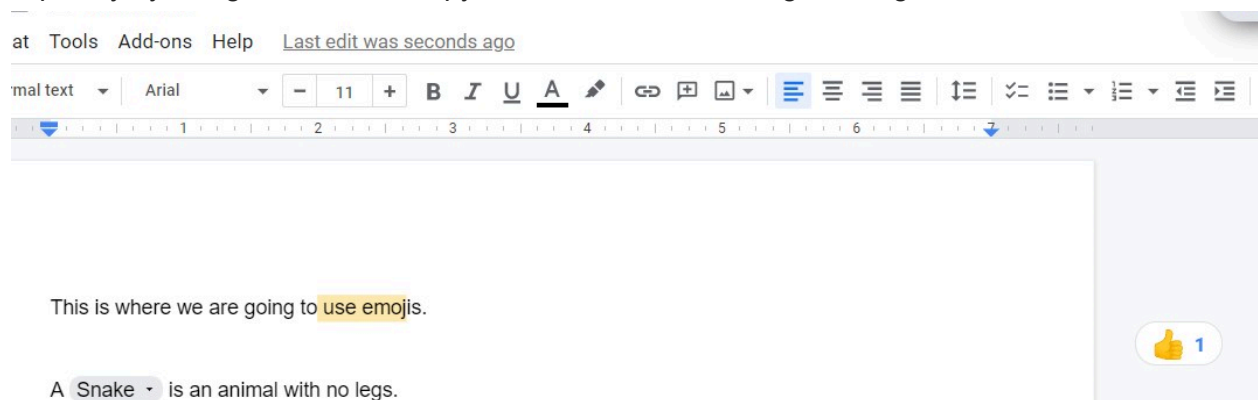
#314 5/24/22 (Google Docs Emoji's and Dropdowns)

Good morning and happy Tuesday. Google Docs is a resource that most of us use every single day. When these tools that we use regularly receive updates it can be exciting to try the new

features. This week I am going to talk to you about two new features available in Google Docs (there are a few others that came along with the update). I think you will find uses for them in your classes and professional work for sure.

The first update adds the ability to use emojis instead of text in the comment field. Go ahead and try to highlight some text in the Google Doc and you will see the emoji icon pop up in addition to our traditional comment button.

Second, is the ability to create drop down menus in a Google Doc. While there are many uses for these drop down menus, I am going to speak to one that can be especially powerful in the classroom. With this update, a teacher can create fill in the blank type questions using that drop down menu. The choices for what the students should choose would be the options you state for that particular drop down menu. The teacher can then share that document out to students, hopefully by using the "make a copy for each student" setting in Google Classroom.



You can take a peek at [this quick screencast](#) to see it in action.

#313 5/17/22 (Google Data Studio)

Good afternoon everyone. This tip is more about making you aware of a tool that you have access to so that you can reach out to me for further information and/or training.

Have you taken a look at the dashboards for the [Step Challenge](#) or our [Covid numbers](#)?

These were both created with [Google Data Studio](#). This is a tool that can assist you in creating live data dashboards that can pull in information from Google Sheets, Forms and other areas.

If you would like to learn more, please feel free to reach out at any time.

#312 5/11/22 (Draft email in Docs)

Good morning everyone. Yesterday got away from me and I forgot to send this out. This tip is especially helpful when you have teaching team members that want to send out a joint email or

maybe administrators that would like to collaborate on an email to a larger audience. Definitely a time saver. Enjoy.

It is now easy to collaborate on an email draft right within Google Docs. There are two quick ways to begin this process.

1. Click Insert > Building blocks > Email draft.
2. Type "@" in the doc and select Email draft from the building blocks menu

After doing one of the above a template is placed in the doc like you see below. Make sure the document is shared with your collaborators to work together to create your ideal email.

Create your draft just like you would craft an email by (1) entering appropriate details like "To, Subject, etc." When ready to send your email, click the blue Gmail icon (2). This will open the email as an official draft within Gmail itself. You can see the process in action [here](#).

Format Tools Add-ons Help Last edit was seconds ago

Normal text Arial 11 B I U A

To Type @ to add people

Cc

Bcc

Subject

#311 5/3/22 (Google Forms Branching Logic)

Good morning everyone. This week I am going to talk a little about a tool most of us are using, Google Forms. One of the features that I believe can be very effective in differentiating instruction and meeting the needs of the individual students is the use of form branching. This is done by clicking the three dots in the lower right section of the edit window of the question and choosing "Go to section based on answer".

This is the basic component for being able to direct a user to a different section for choosing the correct answer (the next question), or to an alternative section for choosing an incorrect answer (a section containing instructional materials).

I have created [this screencast](#) for you to see how it works.

What is the coldest biome?

Multiple choice

Desert

Taiga

Tundra

Rainforest

Add option or add "Other"

Go to section 5 (Coldest Biome Instruction)

Go to section 5 (Coldest Biome Instruction)

Go to section 5 (Coldest Biome Instruction)

Go to section 5 (Coldest Biome Instruction)

Go to section based on answer

Shuffle option order

Alice Keeler [posted an article](#) about this process a few years ago if you would like to see the basic written steps.

#310 4/27/22 (ExpeditionsPr VR Tours)

Good morning everyone. This is a day late, but I believe it is worth it.

Some of you may remember that we have access to a Google Expeditions kit. This includes a teacher tablet/guide device and 16 student viewer devices. This equipment accessed virtual tours and field trips hosted by "Google Expeditions". Well, Covid arrived and we were not going to start passing around viewers and putting them on the eyes of multiple students. This sidelined the kit for a bit.

Then, this past June, Google decided to shut down Google Expeditions entirely. I am still kind of baffled by this. Well, I have found an alternative that is, for the most part, identical to what Google Expeditions provided, [ExpeditionsPro Vr Tours](#). You can install this on your Android or Apple device to check it out yourself, but the kit now has the apps installed on it and is associated with specific accounts for teachers and students.

I am happy to work with you on finding content and developing activities that are related to what you are working on in class to be able to use with your students. We can then bring the kit to your classroom for the times that you need.

If you are interested in learning more and using this with your class, use the link above to find the download link for the app or schedule time to meet with me.

#309 4/12/22 (Grammarly Bug)

The tip today is more of a notice to all of you Grammarly users out there. We have been noticing a bug with one of the more recent updates that causes text, many times, full pages, to look like it has gone missing.

If you or your students are working on a doc and something like this happens, remove the Grammarly extension. Once the extension is removed, the text will magically reappear.

#308 4/5/22 (Classroom; Schedule to multiple classes)

Good morning everyone. Happy MCAS to those that are participating. I'm letting you know about a big Google Classroom update that you may or may not have noticed that came out last week.

This is the ability to [schedule assignments to multiple classes](#) at once. We used to have to use workarounds by using the Re-use post and other methods. Not any more. I know that many of you have been waiting for this ability so I hope you enjoy it.

There is also a tiny update in regards to customizing the theme of your Google Classroom which I point out in the video linked above.

#307 3/28/22 (Edit Gmail Suggested Contacts)

I have heard that there may be many cases where an individual would like to email someone and the suggested contact that populates is out of date due to a name change, email change or something else.

[This support article](#) provides instructions on how to edit your gmail suggested contacts.

#306 3/22/22 (Google Workspace for Education Skills Badge)

This week I wanted to share another opportunity for training/certification. This opportunity builds upon the tip from last week regarding our in house badge site. Google Cloud Skills offers their own skills badge for your work within [Google Workspace for Education](#). You can click on the previous link to sign in, and enroll in what they call a "Quest".

Once complete with the quest you will earn a skills badge that you will be able to display (or not) anywhere you would like.

If you do earn your badge, please let me know.

#305 3/15/22 (Badge Site Reintroduction)

Good morning everyone. For the tip this week I am reintroducing our [badge site](#), which can be found on the [Digital Learning, Media & Innovation](#) website. For those of you that are fairly new to the district, the badge site was a way for teachers to learn about new tech tools and resources that were focused on specific instructional practices. Teachers could elect to learn about them on their own or schedule time with me for a more personalized training session. After learning about the tool it was then time to implement it in your classroom. Following the implementation a teacher could submit a lesson plan, example of student work, or even some images to be credited with a badge for that tool/instructional practice. It is even possible to bundle 5 badges earned for 10 PDP's. [This two minute video](#) highlights the entire process.

Any staff member still has the ability to use this site to earn badges. But, even if you do not want to move forward with earning badges it is a great resource to be able to see different tools and resources that are out there with accompanying support materials.

I hope that you find it useful. Please let me know if you have any questions or would like help with anything.

#304 3/8/22 (Personalized Newsletters with Autocrat)

There is a tool I use quite a bit called [Autocrat](#). It is the basis for how the emails are generated for the "Request to Attend PD" form, and the "Course Request" form. I use it with different teachers as well. Last week I read [this post](#) by Matt Miller from *Ditch That Textbook*, that I

thought clearly spelled out a great use case for the tool in your Classroom. Matt provides a step by step video as well as text based instructions for sending out personalized email newsletters.

Here are some ideas that Matt presents for what you could share that's customized to each student:

- Positive things you've noticed about the student since the last newsletter
- Areas for improvement
- Positive character traits you've noticed
- Missing assignments
- Kudos for great work on assignments turned in
- An update on their goals since the last newsletter

You can also include a section of the newsletter that everyone gets -- that you don't customize for each student. There's a lot you can share there, too ...

- Upcoming deadlines, projects, assignments, etc.
- School wide events or assemblies
- Observations about how learning is going in your classroom
- Interesting classroom stories that parents might want to know
- Updates from the school and district
- Quotes, videos, or motivation for families and/or students

I would be happy to help anyone set up a process like this, just let me know.

#303 3/1/22 (Teach with Chrome Series)

Google has recently began offering free 30 minute live sessions focused on teaching with chrome and chromebooks. All sessions are from 1:00-1:30. Topics include, "Let's get creative with Chromebooks", "Texas Teacher of the Year: How Chrome Powers my Classroom", "Teach, learn, and collaborate equally", and more. Each session will also include a live Q&A session. Don't worry if you cannot make the live session, as long as you register you will be able to watch the recording which is posted right after the livestream finishes each day.

You can find more information on the sessions and the link to register [here](#)

#302 2/15/22 (Copy Link to Highlight)

I've got a real quick and easy one for you today. While it is simple, it may save you and your students and colleagues some time. When using the chrome browser, any user is able to highlight text somewhere on the page and after right clicking that highlight have the ability to "copy link to highlight". You can then paste this link anywhere you would like, Classroom, email, site,

slideshow, etc. When the end user clicks this link, it will direct that person to the exact spot on the page.

#301 2/8/22 (WeVideo Classroom Update)

If you haven't used WeVideo in the last month you will be happy to find out that the update has come that I have been waiting for. The interface for using WeVideo with your student now looks and functions very much like Google Classroom. When you login to WeVideo with Google for the first time after this update you will be presented with a quick video about Classroom. After watching the quick video you can choose "Start Exploring" and you will be walked through creating your first class, adding students, and publishing your first assignment.

There is no more need to share this link or that link to view student work. Everything is in one place.

[This six minute video](#) will show you everything needed to get you and your students started.

I am happy to work with you and your students in the classroom. Just let me know.

#300 2/2/22 (EduProtocols)

I've had the link to the [EduProtocols site](#) that I found for a while now, but hadn't really read into it in much detail.

EduProtocols are instructional lesson frames that are designed to engage students in learning through critical thinking, collaboration, communication, and creativity.

I finally was able to poke around a little more and thought that the lesson templates they offer are really creative and fun to use and can be applied across all disciplines and grade levels. I hope that you also find value in them and if you end up using one or more, I would love for you to share it with me or invite me in to see it in action. I would also be more than happy to help you develop any of them for your classes, just let me know.

While going through their materials I also noticed that they are having their free live conference this Saturday that you can [register](#) for.

In addition to the free templates offered on the Eduprotocols website, Matt Miller from Ditch that Textbook created a [blog post](#) that highlights 10 eduprotocol templates and how to use them.

#299 1/25/22 (Jamboard and Google Slides)

I have seen Jamboard being used in some different classes lately and wanted to provide a quick tip to possibly make it a little more useful to you. Since Jamboard doesn't have a way to import Google Slides directly you are not able to annotate over your slides presentations. The workaround for this is to save each slide as a .jpg and insert those image files as the background of a jamboard frame. You can see [this quick video](#) of the process in action.

#298 1/11/22 (Youtube Audio Library)

Good morning everyone. I hope that you all are doing well. Today I wanted to share a quick resource that I stumbled upon recently called the [YouTube Audio Library](#). This site provides an extensive selection of music and sound effects that are free to download and use in videos, slide presentations, or anywhere else that accepts .mp3 files. Simply click the download button and it will be saved locally to your device. Move that file to your Google Drive and use it or share it as you would any other Google document.

Access to this site requires users to be over 13 so if students try to access the link and they are not authorized, it will let them know. As a teacher, if a student under 13 is looking for a sound effect or music, you can download what they need and share it with them via Google Drive.

#297 12/21/21 (Breakoutedu)

As we begin to wrap up the week and prepare for the break it is sometimes fun to mix up what we are doing with our classes. I wanted to share the login credentials for [breakoutedu.com](#), you can find them below.

There are many escape room type games that can be searched and found on the site. Your search can be based on "Holiday Games", grade level or subject area. The easiest ones to complete in class with any number of students are the Digital games. There is no need for a physical box, locks, printing of clues, etc., everything you need is found right online on the site. When you find a game you like, scroll down to where it says Play the Game. Click that link and share that url with any user you like.

[This is breakoutedu's newest free game](#) that can be shared with friends and family.

#296 12/14/21 (Mote)

I was surprised to look back at my tech tips and not find one related to the extension [Mote](#). I swore I promoted it in the past, but maybe it was just in casual conversations.

Mote is a great resource for teachers and students to be able to leave voice notes within Google Docs, Sheets, Slides, Forms, Classroom, etc. The most recent update is its new [integration with Google Forms](#). You can now include a Mote voice note, alongside a text label, within Google

Forms multiple choice questions. Also, you can now leave 'immediate' voice feedback for both correct and incorrect answers. Start by ensuring that you have checked 'Immediately' in the Settings Tab.

Mote describes the update briefly by saying:

1. **Audio descriptions:** e.g. for educators to add voice as an accommodation or as part of a language learning assessment
2. **Audio answers:** e.g. for students to create voice responses in language assessments.

#295 12/6/21 (CSEdWeek; Hour of Code)

Good morning everyone. I wanted to get the tip out early this week because today is the start of [Computer Science Education Week](#).

The CSEdWeek theme this year highlights the impact that computer science is making everywhere and the relationship that computer science has to different subjects, industries, career paths, and our everyday lives.

CS has helped unlock mysteries in math and medicine, it's been used to create art. CS built your phone, the internet, your favorite games, movies, and tv shows. CS helped us eradicate diseases and enables us to explore the depth of space.

CS helps us imagine ancient civilizations and build the cities of the future. CS is everywhere, and we're discovering new uses for it every day. (www.csedweek.org/about)

The students in our schools have participated in different ways over the last nine years. This year it is the hope that you will find some time this week to allow students to complete their "hour" of code in your class. I know that time is tight for many classes, so in those cases, providing students access to [this site](#) so that they can explore on their own time would be great.

Sharing the link to [this site](#) on your Google Classrooms, including the blurb in italics above will provide a little context to your students. The introduction page on the website also provides information about the importance of computer science. The activities that are promoted on that site are broken down by grade level for grades K-8 and by subject area for grades 9-12.

Students are encouraged to work within their grade level or subject area first and then can explore the other pages/activities.

#294 11/30/21 (Sketchnoting)

This week I am revisiting a topic that I have talked a little bit about with some teachers and even included it as a [tech tip back in April of 2019](#), Sketchnoting. Below this tip is a sketchnote about why you might want to sketchnote. I think that it captures components that traditional note taking does not allow.

Sketchnoting is versatile and can be used to capture book chapters, lectures, videos, written notes and outlines, etc. It is possible to use a sketchnote as a type of formative assessment.

Maybe present a sketchnote you have done yourself as a resource to share with your students regarding their current classwork.

[This site](#) provides great examples of student sketchnotes as well as some resources to get you started. I would love to see this presented as an option for students in their classes. If you move forward and receive some student examples, please send them my way.


As always, please let me know if you have any questions or would like to explore this concept further.



#293 11/23/21 (Classroom Question Feature Strategy)

For this short week I wanted to share an easy strategy for using the Question feature in Google Classroom. In class, there is always a need to grab a quick check for understanding after going over some concept. The Question feature is an efficient way to grab this information.

As you can see in the image below it can be as simple as asking the question "How are you feeling about what we just talked about?" For the answer choices I used [this site](#) to find a few emojis to include and also added the descriptions for each; I could teach to others, I understand, and I'm confused. The choices and question can be anything you want, but it would be a good idea to keep it pretty general so that when the next instance of needing this check comes up, you can do a quick "reuse post" and drop the question right into any class.


How are you feeling about what we just talk...
No due date

Posted 7:52 AM
Assigned

☐ 🧑 - I could teach this to others
☐ 👍 - I understand
☐ 😕 - I'm confused

Turn in

View question

Once you post the question, the students will answer and you as a teacher can get a quick snapshot of where the class as a whole is. As you can see in the image below you can even click each answer option to identify which students chose each category.

How are you feeling about what we just talked about?



After you have used the results from this check for understanding I would go ahead and delete the question as it is not something you need to keep a permanent record of in the Google Classroom.

#292 11/16/21 (Allsides.com)

We see evidence of bias in the news everyday in many different formats. Bias is not necessarily something that is completely bad, as long as you take in information from both ends of the spectrum to form your opinion. There is a website called [All Sides](#) that provides users with articles and other relevant information that has been rated as from the Left, Center or from the Right.

[This quick video](#) description provides you with an overview of what All Sides is all about.

#291 11/9/21 (WeVideo for Schools: Screen and Webcam Recorder)

I have been working a bunch recently with both students and teachers using WeVideo so I figured I would pass along a little time saver when it comes to using that tool. If you or your students do any screencasts only to upload them to WeVideo for some further editing this will save you a step or two. The WeVideo for Schools: Screen and Webcam Recorder is an extension that will allow you to record your screen, webcam, or both and provides drawing tools at the same time. With a click of the extension it will begin the process and automatically open your clip in WeVideo upon completion for further editing. This short one minute video shows the extension in action.

#290 11/2/21 (Podcasts Ideas)

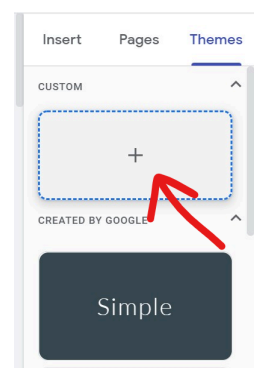
Podcasts are a great way to convey and receive information on both a personal and professional level. It would be great to get students involved in creating their own podcasts to share information. While [Anchor.fm](https://anchor.fm) is an unbelievably easy tool that I have recommended in the past to create, edit, and share a podcast, they can also be done easily with a tool like Flipgrid. An idea I was thinking about to incorporate this practice in a classroom focused on using Flipgrid to create a class podcast. The class podcast can focus on a variety of things but might have a regular episode called "Daily Summary" or "Weekly Summary" where a specific student would rotate in and be responsible for providing this summary in either a video or "mic only" format. Other students can then respond to that submission with questions to be clarified or other points that build upon the original submission. This would create a great study resource for all students in the classroom while also providing an opportunity to publish and share information with others online. I would love to be able to work with some of you in regards to putting this practice in place. Please let me know if you would like to talk more about it.

#289 10/26/21 (Google Sites Custom Themes)

Google Sites now has custom Themes available to users. In the past we were limited to about six general Themes to choose from regarding our overall site design. Now, we have the ability to create our own custom Themes.

When choosing to create a custom theme you are able to add your own logo at the top of the site, a custom banner image, a color palette of your choosing as well as default fonts. In general, the use of custom themes gives better control over fonts and text styles, colors, brand images, navigation settings and the style of components like buttons, etc.

When this Theme has been created and then chosen when developing your site, you will not have to adjust any of these settings manually like you have in the past. In addition, you can create as many custom themes as you like.




#288 10/19/21 (Universal @ Menu in Docs)

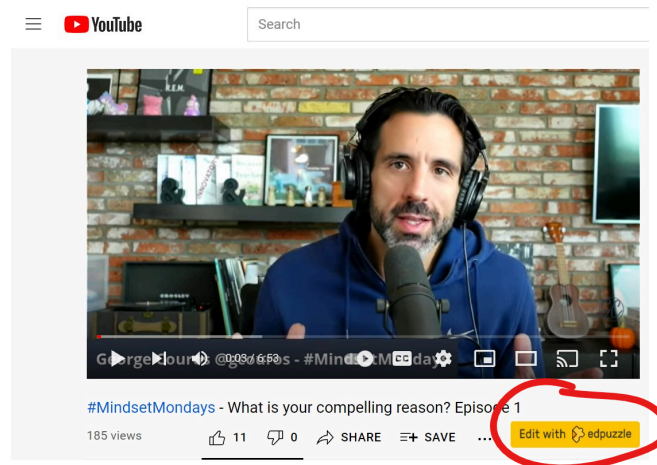
The tip today is a quick one but can be an effective one when working in Google Docs. If you begin to type the @ symbol it will provide you with a menu to easily add things like tables and images, in addition to smart chips, directly in Google Docs. Try it out. You can also see a brief description [here](#).

#287 10/12/21 (EdPuzzle Extension)

The tip this week builds upon a tool that many of us already use, Edpuzzle. Since we are a district that subscribes to the premium version we should be getting everything we can out of the product. One feature that not everyone knows about is the [Edpuzzle extension](#).

There are two main features that this extension provides. After adding the extension you will find a small epuzzle icon in your list of extensions. If it is not visible to you in your visible extensions, click the puzzle piece and you will find it there. Go ahead and "Pin" the extension to have it visible to you at all times. By clicking the  icon, it will open a window that provides you the ability to create a screen recording, very similar to the screencastify interface. After completing your recording it will immediately open up EdPuzzle with your video to begin editing and then assigning to your students.

The second feature of the EdPuzzle extension creates a small button at the bottom of any YouTube



video like you see here .

By clicking this button, it will immediately open up EdPuzzle with the YouTube video to be able to edit and assign to your students.

#286 10/5/2021 (Google Doc Watermarks)

Recently there was an update applied to Google Docs that allows for images to be placed in front of or behind text. This is something that could always be done in Slides, but not in Docs. This

update essentially allows a user to create a watermark on their documents, something we commonly see for draft items. You can see it in action in [this very short video](#).

#285 9/28/21 (Infinite Campus Missing Assignments and the Student Portal)

This week's tip points out the importance of marking assignments as "Missing" in the Infinite Campus Gradebook. By marking assignments that students have not completed as Missing in the gradebook it will flag them for the student to easily see in their Infinite Campus Student Portal. This [quick video](#) shows the process in action from both the student and teacher perspective.

#284 9/21/21 (YouTube ad removal & Digital Learning, Media, and Innovation Site)

Good morning! I have two quick pieces of information for you today. First, you may have seen in *Who Owns The Learning?*, a mention of the new [Digital Learning, Media and Innovation website](#). This is a one stop shop for students, teachers, and families on anything related to, you guessed it, digital learning, media and innovation. This is a living site, so if you have a suggestion as to the content that might be included, please let me know.

Pay particular attention to the [Resource Application Process page](#). These are the steps that you will follow when requesting to use a new application, website, tool, etc. It will walk you through a checklist and finally the completion of a form to formally request access.

The following is a quick little tip that will help an issue that some teachers have been experiencing lately. I originally shared this tip on 12/15/20. There have been links to youtube videos that end up being blocked on the student end. This is usually due to the fact that those videos contain some form of advertisement that triggers the block. To get around this, there is a quick little trick that will remove advertisements and the sidebar. The trick is to place a dash (-) between the t and u in the youtube url.

It would go from something like this: <https://www.youtube.com/watch?v=iMPGm3OSvMg> to something like this: <https://www.yout-ube.com/watch?v=iMPGm3OSvMg>

#283 9/14/21 (Form Autosave)

The time has come for one of those updates that many of you have requested: Saving responses in Google Forms.

Remember those days when a student answered 42 of the 50 questions on your Google Form (*hopefully they are not that long for real*) and class ended and they weren't able to save or continue their progress the next day and would have to start over?

Well, not anymore. When you fill out a Google Form while signed into your Google account, your progress is automatically saved as a draft for 30 days. This means if you can't complete a form or need to switch devices, you don't have to start over the next time you open the form. When you click the link to open the form the next time, your previous responses will be populated.

As a teacher you do have the ability to go into the form settings and disabling this autosave feature for that given form.

#282 8/31/21 (Beginning of the Year Intro)

Welcome back everyone and nice meeting some of you new to the district. If we haven't met yet, I hope that will happen soon. My name is Ryan Camire and I am a technology integration specialist for the Medway Public Schools. While my title is K-12, I spend each day at the MS (T,Th,F) and HS (M,W,F). Please reach out to me at any time to help with planning projects, brainstorming ideas, modeling lessons, co-teaching during specific edtech related lessons, tech integration support, and any other questions (as silly as you think they may be). Worst I can do is direct you to someone that can better assist you.

I will make my way down to the Elementary Schools for specific projects but can always be accessible via email. Paula Johnson will be your technology integration resource on site at McGovern and Memorial.

For those that don't know, you will receive this email every Tuesday. I keep them archived on [this document](#) which you can review at any time. It goes back to my first tip on 9/17/13.

For the tip(s) today I just wanted to get across some of those first day/week important items and reminders that will help you have a successful start to the school year. These will be quick bullet points. Please reach out to me if you have specific questions on moving forward with any of them.

1. Google Classroom: You can copy classes from last year to make your new classes. This will copy all the assignments and posts you have used but place them in draft form in your new class so that they can simply be scheduled, published, and/or edited with a couple clicks. Once your classes are setup you can also link them to Infinite Campus to be able to sync assignments and grades.

2. GoGuardian: When going to the [GoGuardian website](#) and logging in with Google it is easiest to set up your classes by choosing "Import Google Classroom". Do this after you have set up your google classrooms and have had the students self enroll with the appropriate join code.

3. Infinite Campus: When going to the [IC site](#) be sure to click the Google Single Sign On button to log in.

4. IT Support: For technical support place a ticket on [this site](#). You will log in with the same username and password you used for your computer.

#281 6/15/21 (Classroom Archive and Google Data Transfer)

We have come to the end of another year. For the last tip of the 20-21 school year I wanted to make sure I covered how to finalize our Google Classrooms and also transfer data if necessary. It is important that we try to wrap up the school year and our Classrooms appropriately so that we can get up and running quickly in the Fall. This is somewhat of a long, but only because every step is described completely. There are accompanying video walkthroughs if you prefer that.

Below I will be going over:

1. Cleaning up and archiving Google Classrooms
2. Transferring Drive and other Google Content

1. Cleaning up and archiving Google Classrooms ([video walkthrough](#))

5. Archive classes from this school year (and any from previous years that may have been missed)
 1. Go to main classroom page showing all your classes
 2. Click the three dots at the top right of the class and choose Archive
 1. This removes the class from your view of the main page
 2. Still allows you to copy any materials to new classes next year or any year after
 3. No changes can be made to an archived course by you or your students.
 4. It is possible to Restore (unarchive) a course
6. Remove class calendars from Google Calendar
 1. You don't need these calendars anymore
 2. Go to Google calendar
 1. Under my calendars click the three dots next to calendars you don't need and choose hide from list.
 1. They still exist in your calendar settings though. While not necessary, you can go there and delete them permanently.
7. Archive Folders in the Classroom folder in Google Drive
 1. Create an Archive folder (if you haven't already) in Google Drive and move any old (archived) Google Classroom folders into it.
8. Delete unnecessary Google Classrooms.
 1. Why delete some Google Classrooms?

1. If you have too many Google Classroom classes it can be slower to load when you want to reuse a post since it is pulling up the list from all the active and archived classes.
2. When you want to reuse assignments it can be confusing as to which class you are reusing from. If you had 5 sections of Algebra 1 last year, they have the same assignments. You can delete 4 of the sections from last year and just keep one for the purpose of reusing assignments.
3. When you archive a class, students still have access to the class, but are not able to submit or interact in the class. If you want to cut off access, delete the class.
4. To delete, from the archived classes section of Google Classroom, click on the 3 dots on the tile and choose “Delete.”

Other suggestions:

- Make sure all work is “returned”. This will give back ownership of student work back to the students. To quickly check on this:
 - Click on the menu button at the top left and choose To Review
 - For any assignment that shows items as “Turned In” you will have to grade and/or return to students.
- You can unenroll students from your classes if you don’t want them to have any access to course materials down the road.
 - Go to the People tab, check the box at the top of students to select all, then choose actions and Remove

In the Fall you can restore any classes that you plan on teaching again so that you can “Make a Copy”. This copy will contain all previous assignments and have them saved as drafts. This will save a tremendous amount of time for you if many of the assignments, announcements, questions, etc. will be the same or similar.

On the other hand, you can always create a new class from scratch and use the ReUse post option to select any announcement or assignment from any live or archived class to add to your new class. You can also Reuse posts in copied classes as well.

2. Transferring Drive Content

If there is a reason you will need to move content out of your midway Google Drive and into a personal account there is currently two methods for doing this.

1. Google Takeout ([video walkthrough](#))

1. [Google Takeout](#) allows a user to export any account data from the school account to another gmail account. By clicking the link above you will be directed to the takeout site. Follow the prompts to authorize your personal account and begin your transfer.

2. Sharing and Copying of Drive files (video walkthrough)

1. In your work Google Drive, share any files and/or folders with your personal account as an editor.
2. Log into your personal account and make copies of all the files that you need.
3. You cannot make a copy of an entire folder. What you will want to do is open the shared folder and click and drag or hold down ctrl and click to highlight all the files that you would like to copy. With those files highlighted, right click one of the files and choose "Make a copy". New copies will be created with your personal account being the owner.

#280 6/8/18 (Google Doc Images and Text)

The tip today is a quick one, but one that has been asked about for a while now. Scheduled to be released any day is [the ability to add text on top of or behind images inserted into Google Docs](#). In the past, if we wanted to do something like this we would have to switch over to Slides. Well, not anymore. At this moment it doesn't look like it is active yet on our accounts, but will be shortly. I wanted to get this tip out before next week even though it wasn't active. Next week will present everyone with some of the strategies to wrap up Google Classroom, Drive, etc. for the year. Stay tuned and stay cool.

#279 /1/21 (Flipgrid QR Codes)

Recently I have noticed an upswing in the use of Flipgrid in our classrooms. It is awesome to see the students using it in different ways across our grade levels. There is a feature that teachers have access to that may not be well known. This feature is the ability to share submitted videos via a QR code. As you can see in the images below, when viewing a student submission, the teacher can click share and then choose QR code to download the code to be shared anywhere. This can be added to documents, printed and posted in physical locations or even shared via email.

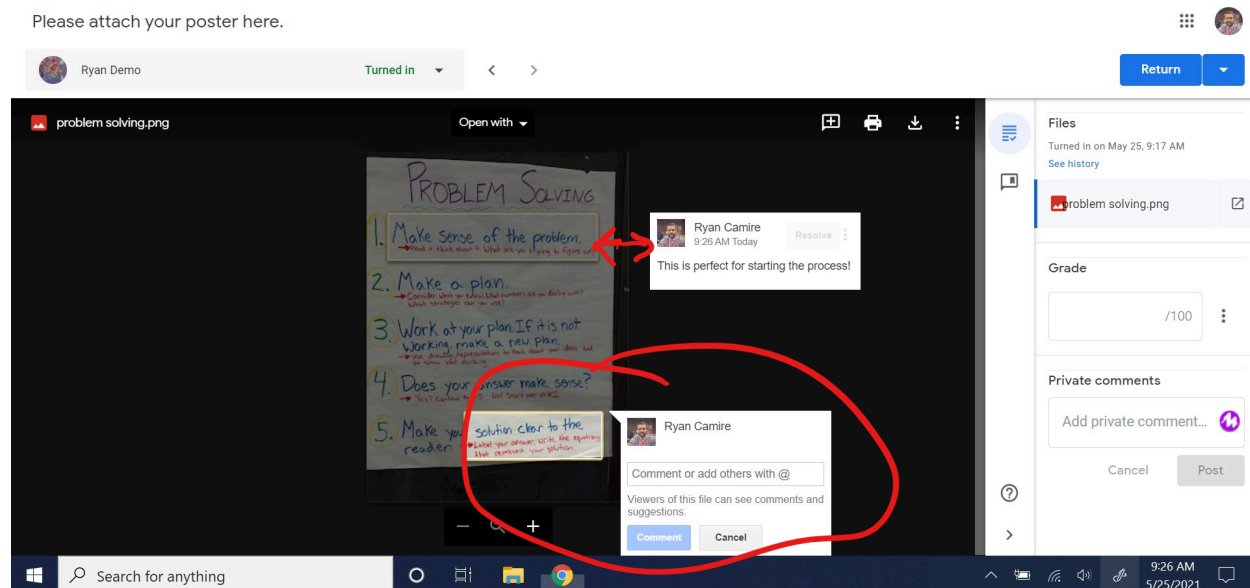
For the younger grades, this can be a great option for book reviews/trailers. A teacher can create a Flipgrid assignment for a book trailer and then the teacher can download, print and tape a copy of the code on the back or inside cover of a book (or somewhere around the library). This is just one of many ideas for using qr codes from Flipgrid.



#278 5/25/21 (Classroom Images and Comments)

The tip this week comes to us from Allison Roach, grade 8 science teacher.

Google Classroom is such a great tool and there always seems to be a new strategy or process that can be used with students to make it even better. Allison pointed out that if students attach an image file as part of their assignment submission, teachers can click and drag to create a highlighted box to be able to add a comment. Students can then respond to that comment as well just like the ones that we are used to in Google Docs, Slides, etc. You can see an example of what it looks like below.



#277 5/18/21 (Color Palette Generator)

This week we have a quick tip. I am currently painting my house and came across [this cool site](#) to get ideas regarding color palettes. Go ahead and check it out on a personal level, but I also thought that some of you art teachers may find a good use for this in your classrooms.

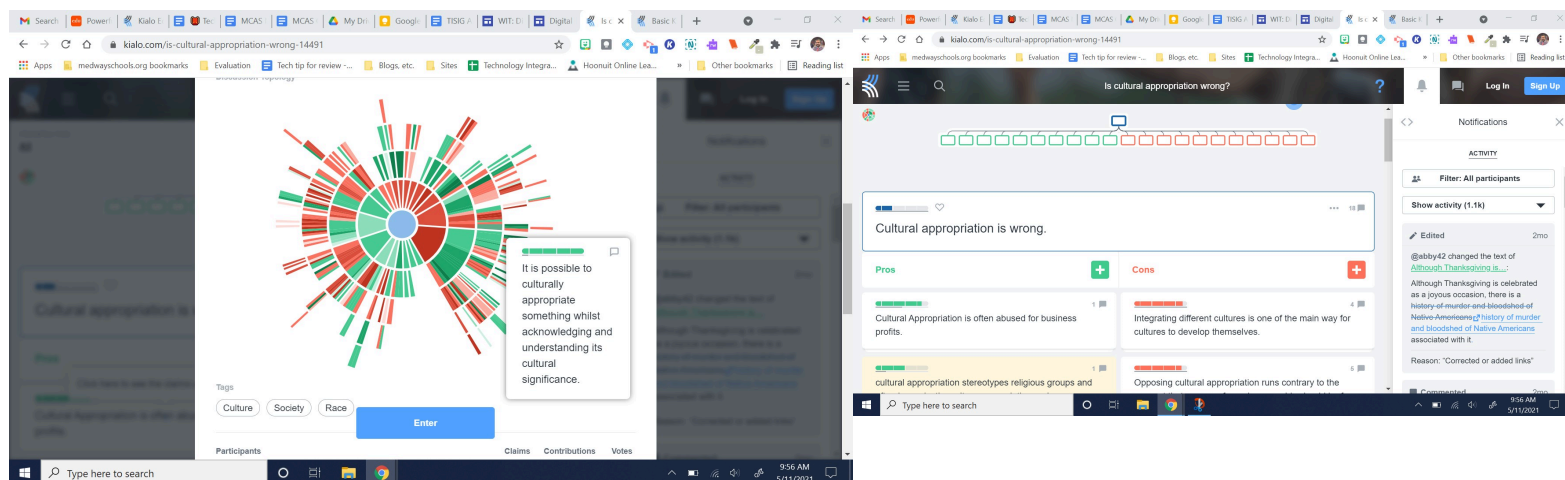
#276 5/11/21 (Kialo Edu)

[Kialo Edu](#) is an easy to use debate and discussion tool.

From Kialo Edu:

Kialo Edu is a custom version of Kialo (kialo.com), the world's largest argument mapping and debate site, specifically designed for classroom use. Its clear, visually compelling format makes it easy to follow the logical structure of a discussion and facilitates thoughtful collaboration. Kialo's mission is to promote well-reasoned discussion online, and to that end, Kialo is free for educators to use.

[This basic video guide](#) provides a simple walkthrough as to how the platform works. Below you can see a couple screenshots of the interface. Let me know if you would like any help getting started in your classrooms.

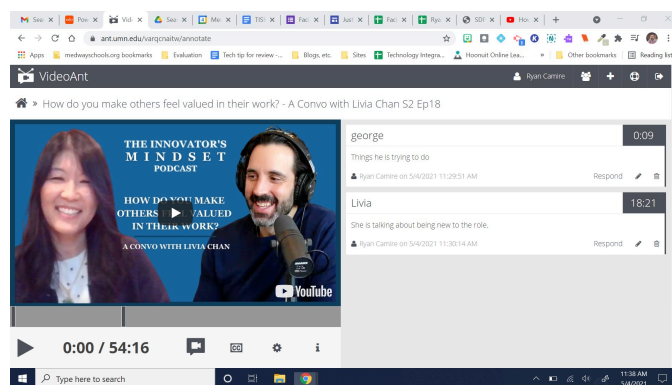


#275 5/4/21 (VideoAnt)

Hello everyone. This week's tip reminded me of a tool that was available a while back. I can't remember what it was so if anyone remembers, please let me know. I know that it was discontinued a bunch of years ago. But, this tool was one that many teachers and students valued.

The equivalent tool that I am presenting now is called [VideoAnt](#). This tool was developed by professors and students at the University of Minnesota. Like all tools that we use that have the ability, please sign in with your google account.

What this tool will do is provide the ability for the user to annotate YouTube videos. This is great for having notes right alongside the video that you are watching so that you can review them later or even share with peers or teachers. You can see a quick screenshot of a video with a couple annotations along the side of it.



You can use it as a teaching tool, sharing a video and notes with the students, or ask students to take their own notes on a video and share them with you. The site has a great [documentation page](#) as well as a [video tutorial page](#) for quick and easy help. I also would be very willing to work with you in using this in your classroom.

#274 4/27/21 (Interactive Guided Notes)

This week I want to speak briefly about Guided Notes. I'm sure most of you have used them in some fashion at one point or another. For now, I simply want to focus on using Google Slides as the vehicle for delivering those notes (and accepting them back as student work if desired).

By now all of us, teachers and students, are very familiar with Slides and how to use them. This makes it the perfect tool to complete guided notes. It is easy to know how to add text where necessary, but students can also easily add their own new slides or other content and links that will enhance the notes to their liking.

As the teacher, you will create your slides, add them to Google Classroom with the "Make a copy for each student" setting and the students are ready to go. They will complete the notes based on embedded videos or links or maybe while watching a video in class. This is also perfect to accompany a classroom lecture. The use of the guided notes in any of these situations allows the students to become active participants in their learning. As the teacher, you can always jump into that assignment and see the student progress of their notes completion at any time.

You can see [these slides](#) as a few examples of what students can do with a slides presentation as their guided notes. Please let me know if you have any questions or would like help in generating a guided notes presentation for any of your content.

#273 4/13/21 (Blooket)

I've seen so many of you using tools like Kahoot, Gimkit, and Socrative. These games are a fun way to review or learn new content. Being able to switch up the game types as well as the site you use, keeps kids engaged and doesn't cause them to get bored by using the same tool every time. It's for this reason that I want to introduce another option for a game like review site. It is called [Blooket](#).

Blooket asks students questions that are part of larger question sets that are either created manually by a teacher or found in the large library.

A big difference with this resource is that it is very gamified in terms of what the students can earn and collect based on their gameplay. They earn tokens that can be used to purchase new "Blooks". These are little characters that can be collected. Just like opening a pack of baseball or pokemon cards, they get excited about the fact they may get one of the rare cards/blooks. I really think this aspect of the game will draw students in.

Blooket provides three short videos that give you basically everything you need to get started. You can watch [this quick](#) video for an introduction on how to login and set up your first hosted or homework game. To learn how to create your own question set, watch [this video](#). If you already use Quizlet, there is an ability to import from there as well. [This short video](#) provides a student introduction. Let me know if you want any of my help to get you started.

Both students and teachers should always use the "Login with Google" button to access the materials.

#272 4/6/21 (A Google A Day)

Today I took a dive into my notes (a very deep dive) to see if there was something interesting to use for this week's tip. I came across this little game called [A Google a Day](#). Since I waited a little long to present this tip, come to find out it was discontinued back in 2013, but it is still functional as a three question daily game.

This quick game awards points based on the user answering three questions in the areas of Sport, Science, Pop Culture, History, Arts and Literature, or Geography. The quicker you find the answer the more points you earn. A new set of questions is presented every day.

This game can be a fun way to practice proper search skills. While there are many ways you can decide to implement this, one idea may be to have students complete the activity and the student with the highest point total can explain what they did (best searching skills) to find the correct answer.

#271 3/30/21 (Toggle Off Startup Apps)

Do you want to prevent Microsoft Teams or other unwanted apps from opening up every time you start up your laptop? You can change that setting by doing the following:

Type startup in the search bar on bottom left. Find Teams and any other apps you don't want to auto start and toggle the switch off.

#270 3/23/21 (Medfield DLD)

The pandemic has definitely created many inconveniences and struggles for us, but in some cases has provided opportunities and opened doors for us. One of those opportunities is a change in how Medfield's [Design your Learning Day](#) is being offered. I have presented at this conference for the last four years (cancelled last year) and it has been a great experience with many awesome sessions and presenters.

This year it has been changed to a completely virtual platform. There are a combination of pre-recorded On Demand sessions as well as live sessions.

The conference is this Friday and in order to be able to take advantage of any of the sessions you must register for your free ticket. You can see all the sessions and register for your ticket [here](#).

The On-Demand sessions will be available until the end of the school year so you are not tied to a specific time and can access as many as you want.

#269 3/16/21 (Kahoot Update)

I know that many of you out there are big fans of Kahoot. This product has recently been updated to address a need that has come up due to students not all being physically in the classroom at one time.

In the past, when playing a Kahoot, the question is presented on the teacher screen with student answer choices showing on the student device. For students at home using only one device it is difficult, especially for the younger kids, to look at one tab sharing the teacher screen to view the question and then switch to another window to choose an answer.

Now, when setting up your Kahoot, the teacher has the ability to choose “Show questions and answers on players’ devices” in the game options. This feature allows both to show up in one window on the student screen.

To learn more about this feature see the update announcement in [Kahoot's blog post](#).

#268 3/9/21 (Empatico)

A few weeks ago I came across a resource that sounded very interesting, especially in the environment we find ourselves in now. Many of us have recently experienced some form of isolation and disconnectedness in both our personal and professional lives.

[Empatico](#) presents itself as a tool to combat those experiences and feelings as well as spark curiosity, kindness, and empathy in our students. What it does in a nutshell is provide a platform for Classrooms across the world to connect with each other so that students can have meaningful experiences and positive perceptions of others who may be different. While it is presented as a tool for students ages 6-11 there can be uses for older students and students who are learning English or another language.

Classrooms are matched based on information the teacher provides regarding the times they are able to meet as well as the topics of interest. Participating teachers choose to be matched with each other. If a teacher requests to be matched with another and that other teacher accepts the planning and finally the experience begins. Matches can come from all over the world as you can see in my test below.

In addition to providing the tools necessary to match there are many resources available to both teachers and students. These resources also include Activity Plans on specific activities. I attached a quick screenshot of the resources available for the "Weather out the Window" activity.

In addition to live interactions between partner classes, there is also the ability to have offline interactions. Partner classes communicate with each other in writing and through sharing pictures and videos on given topics.

[This short video](#) highlights what Empatico strives to accomplish in our schools. I would be happy to work with any of you in planning for one of these types of activities. Please take a couple minutes to watch the video and sign up for your free (and always will be) account.

#267 3/2/21 (Screencastify Submit)

Screencastify Submit is a great feature of Screencastify that allows students to record their screen, their webcam, or both.

With the free version of Screencastify a teacher can only have one Active assignment at a time. Once all students have submitted their response to an assignment you are able to close it and create another. Also, when assigning via Google Classroom (see below) you can only assign to one Google Classroom. If you would like to assign the same prompt to multiple Google Classrooms, you will need to choose the "Classic Submit Link Option". After following the prompts to create the assignment you will copy the link provided and share that directly in all the Google Classrooms that you want students to complete it.

The beauty is really in its simplicity for both you and especially the students. All the students do is click on the link to the assignment, record, and submit, easy as that. They do not actually need to download the extension (even though most of them have it and use it already). The first time students complete an assignment of this type they may need to follow a couple prompts asking to allow the microphone and camera and choosing their google account.

Once the student(s) submit their recordings you can see who turned them in as well as view them, grade them and leave feedback just like any other Google Classroom assignment.

To access Screencastify Submit in order to create your assignment you can go to the [Submit dashboard](#) or access by clicking the Screencastify extension icon and then going to Submit.

Once at the Submit dashboard, you will click New Assignment and then Choose Google Classroom (easiest way to send).

Follow the prompts to finish creating and posting your assignment.

[Quick Google Classroom and Submit Video](#)

[Quick Classic Submit Link Option Video](#)

#266 2/23/21 (Tab Scissors and Tab Glue Extensions)

Welcome back everyone. I hope that you all had a relaxing break. Before we left, Paula and I attended the annual MassCue Fall conference, which this year was all virtual and in the Winter. The ability to attend more On Demand sessions was great, but being at Gillette in person with the ability to actually talk to people was definitely missed.

The tip this week came from a session that Paula attended. Many of us tend to have quite a few chrome tabs open at any given time. There are many occasions where we want to split the window apart to be able to do some split screen work. There are two extensions that may be helpful to you to assist in this process. The first is [Tab Scissors](#). This extension will split your

window into two windows based on the tab you currently have selected. The second is [Tab Glue](#). This extension will put them all back together in one click.

#265 2/9/21 (Embedding Videos, Docs, and Slides within a Doc or Slide)

Good morning everyone and happy half day. Thank you to Mr. Menna for bringing this feature to my attention. If anyone else has tips they would like to suggest, please use [this form](#).

The tip this week highlights an interesting way to share content with students. One stop shopping is always a best practice when delivering instructional materials and course content with your students. The method described here allows for the embedding of videos, slides, or any other online materials within an existing document or slide. The ability to provide multiple pieces of related content in one space can be a game changer.

This can be extremely helpful to students as far as being able to watch a video or go through a slide presentation or other document while answering questions or other discussion prompts on another shared document or slide. Not having to jump between windows can be a timesaver and prevent significant distractions.

Please take a look at [this video](#) that shows the process for creating a document/slide like this and how it is used with the students.

#264 2/2/21 (Pixel Art)

The tip this week is definitely a fun way to mix up how you can review concepts in any class. At first glance it may seem it only applies to the younger grades, but you can adapt this format to almost any level and subject area.

The activity is called Pixel Art and is based on the use of a spreadsheet and conditional formatting. There are many premade examples already made that are ready for your use immediately or to be tweaked to suit your needs.

[This resource](#) provides many examples to be copied. All of those examples can be edited to include your specific content by following the steps found in [this short video](#).

#263 1/26/21 (Wordwall)

Many classes use Kahoot or Quizizz to review concepts that they have learned. If the same tool is used over and over the students can sometimes get bored with it. It is best to mix it up a little bit when it comes to these types of activities. One alternative is [Wordwall](#).

This tool has a sign in with Google option for teachers, students will not need to sign in, as they only enter their name. Teachers can create their own activities or search the database for free to use activities. Once an activity has been created or chosen it can easily be shared on Classroom or via a simple link.

A variety of games can be played with the same questions on the same topic. Student results are shown on the "My Results" tab on the Wordwall site.

#262 1/19/21 (Talk and Comment Extension)

The [talk and comment extension](#) is a great tool that is easy to use with a variety of Google applications. This extension allows for the insertion of voice notes/comments in Google Docs, Google Classroom, Twitter, Facebook comments, Gmail, YouTube, Reddit, Slack, and more! Once installed you will have a small microphone visible on the side of your screen that you can click to add these comments anywhere. You can see it in action in this [one minute video](#). Keep in mind that students are able to use this too. It is a great opportunity for both students and teachers to actually be heard from within a document or Google Classroom.

If the tool "Mote" was something you used or were interested in, this is definitely something worth looking into.

#261 1/12/21 (Google Docs Mixed Page Orientation)

This past month Google released the feature to allow mixed page orientation within a single Google Doc. You may have a page in your document that is better represented by using landscape view, like a larger table or graph. In this case you can have the body of your document remain in portrait format but have those charts represented in landscape.

Watch [this video](#) to see a demonstration. If you prefer written steps, check out [this support page](#).

#260 1/5/21 (Parlay)

[Parlay](#) is an online tool that facilitates student driven discussions. There are two ways it can be used, as an asynchronous online (written) roundtable discussion or a synchronous live (verbal) roundtable discussion. Teachers have the ability to find discussion prompts in the massive library or create their own. Along with the discussion prompts, resources can be provided to the students to help foster the conversation.

Following (and during) the discussion, teachers have access to detailed analysis of the discussion. Specific student details regarding their participation as well as class trends can be viewed. This information is also presented in a very visual and easily understood way.

This tool is a perfect partner to a live Google Meet or Zoom meeting.

[This video](#) provides an overview for using Parlay in conjunction with online learning. In the description the different parts are time stamped so that you can jump to the section you want to know more about. I would suggest viewing the live roundtable portion beginning at 25:45.

Parlay also provides a link to a [shared Resource Folder](#).

#259 12/22/20 (Meet and Slides Closed Captions)

Here is a quick and easy tip that you and your students may find helpful. Both Google Meet and Google Slides have the ability to quickly and easily show closed captions. When you are presenting a [google slide presentation](#), the toolbar at the bottom of the page has a closed captions button that you can click to activate the feature. When presenting your slides it will display the text of what you are saying by using your device's microphone. When in a [Google Meet](#), there is also a closed captions button at the bottom which will do the same while in your Google Meeting.

This can be helpful while conducting a synchronous lesson as well as a screencast that you will save and share via Drive or Youtube.

#258 12/15/20 (Youtube ad and sidebar removal)

Here is a quick little tip that has come up with some teachers lately. There have been links to youtube videos that end up being blocked on the student end. This is usually due to the fact that those videos contain some form of advertisement that triggers the block. To get around this, there is a quick little trick that will remove advertisements and the sidebar. The trick is to place a dash (-) between the t and u in the youtube url.

It would go from something like this: <https://www.youtube.com/watch?v=iMPGm3OSvMg> to something like this: <https://www.yout-ube.com/watch?v=iMPGm3OSvMg>

#257 12/7/20 (CS Education Week: Hour of Code)

Good morning everyone. I wanted to get this out a day early as today is the first day of Computer Science Education Week. With Computer Science Education Week comes the "Hour of Code". Many of you are familiar with this as we have participated in this initiative since its inception in 2013.

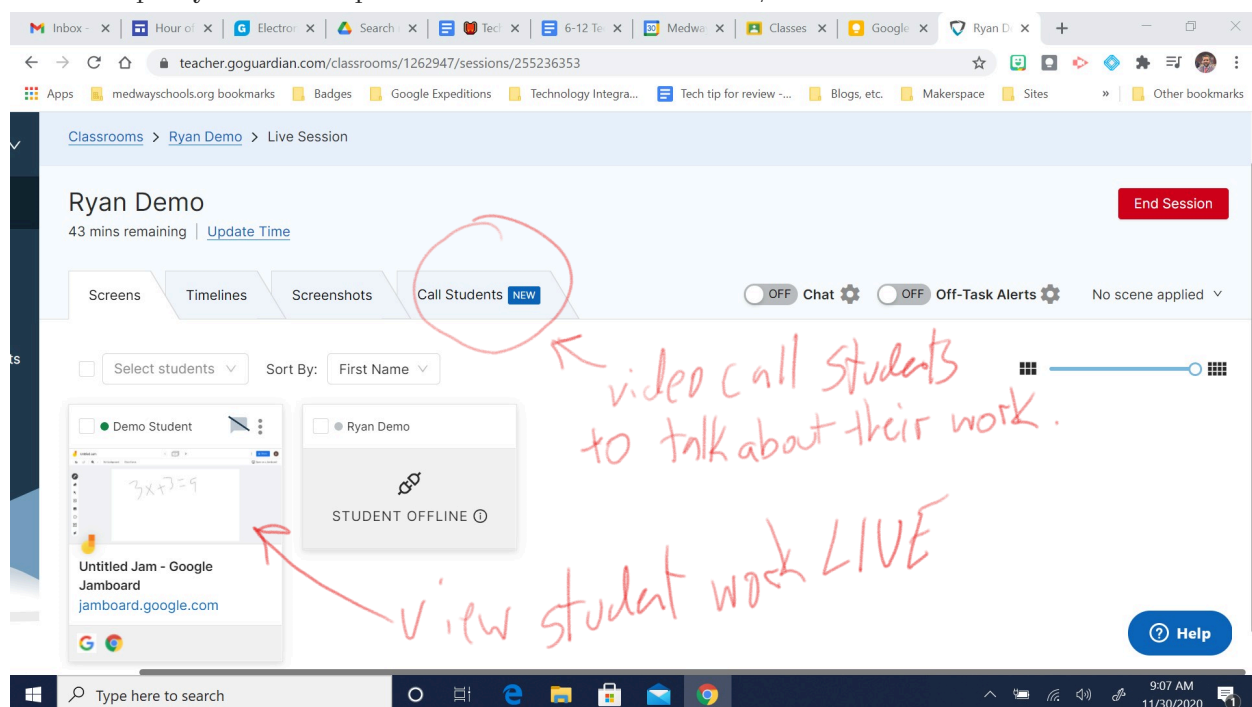
Paula and I created [this site](#) and every year we update it to reflect new activities and information that are available. In addition to many new self paced activities, this year you will notice a section on the site called "Code Bytes". This is a live coding session that students can participate in and is streamed every day at 11am and 4:30 pm. If this fits in your schedule with your students it may be a good opportunity to present.

I believe on Wednesday there are some schools that have posted the site on one or more Google Classrooms so students have the opportunity to complete their own Hour of Code during the Wednesday afternoon session. Please feel free to use this site and share with your students in any way you would like.

#256 12/1/20 (GoGuardian Video Calling)

Good morning all. I hope that you all are doing well. I have noticed that more and more of you are using GoGuardian with your classes. Some of you are even using the new video calling feature. I think there are quite a few new possibilities in using this tool with your classes. I will explain one scenario below.

After starting a GoGuardian class session, you can see what the student is doing, live in real time. In addition to making sure the students are simply on task, you can use the live view to be able to see students working on something like Jamboard or a Google Doc. If you notice something that needs to be addressed, you can click on the "Call Students" button and video call one or more students to have a check in. This is the virtual equivalent of calling one or a small group of students up to your desk to provide some direct intervention/instruction.



Side note: [GoGuardian and Peardeck have merged](#). As I learn more about the integration and any changes I will keep you in the loop. As of now, there are no changes to how you use either product.

#255 11/24/20 (Google Slides and images of student work)

Here is a quick little tip for collecting student work virtually that is completed on paper. Many of us have found that Peardeck allows teachers to collect various forms of student work that is best done with paper and pencil using the drawable question and the touch screen. Sometimes the touch screen is not available or that method just isn't conducive to your assignment.

Google Slides is a tool that all of us are familiar with and can be a simple alternative as a place to collect all student work for a particular assignment/question in one place.

[This quick video](#) demonstrates this process.

#254 11/17/20 (anchor.fm)

[Anchor](#) is a tool that I first presented to everyone in February of 2018. I still think it is a great resource to use with our students. It provides an excellent opportunity for students to show their learning and represent themselves in a different and engaging way. It also introduces a new pathway for their communication that they can use in the future in other ways.

The ease of use is probably the main reason I love using the product. The app can be downloaded on your Android or iOS device as well as used within the browser on a chromebook or any other laptop. With just a few button clicks your first podcast can be created, even with background or transition music.

One of the best aspects of anchor is the ability to do everything directly from your smartphone. So, for those students that have a mobile device it is easy to create, edit and share your podcast all from one simple device. That doesn't mean you can't jump over to your chromebook and work on it via the website either though.

Once your episode is finished it is just as easy to share to any major podcasting network like Spotify, Google Play, iTunes, or Stitcher.

The [support site](#) has all the information you would need to get started using Anchor.

[This video](#) walks a user through using anchor from sign up through publishing. In the description you can find timestamps that will allow you to jump to different sections depending upon your needs.

#253 11/10/20 (Font Generator)

Good morning everyone. I hope that you all are doing well. I look forward to sending these tips each week, and sometimes I have to restrain myself from releasing them early if I come across something exceptionally good (haven't always been able to though). While I send this out on a regular basis and they cover a wide range of applications I don't expect or even encourage you to try them all. In a "normal" teaching situation, but especially this one you should focus on only a few tech tools and/or strategies at a time. This will allow you and your students to become comfortable with them and to develop routines and consistency with their use. With that said, if something strikes you as particularly interesting feel free to give it a try right away or make sure to bookmark it to come back to.

One of the few complaints/requests I hear from teachers is the lack of the ability to be able to format Assignments, Materials, etc. in Classroom as well as Questions and Descriptions in Forms. There is a slight workaround to be able to make things stand out and look different though.

You can use [this site](#) to input text that will then be represented by a variety of fonts that can then be copied and pasted into both Forms and Classroom (or anywhere else for that matter). On the right hand side of the website you can also find other types of text based fonts, symbols, and emoji's to be copy and pasted as well.

#252 10/27/20 (Peardeck)

Peardeck has become a go to resource for many teachers across the district. It is being used as an alternative to video based lessons, formative assessments, and more.

[This is a great resource](#) on Twitter to learn about many engaging and innovative ideas for using Twitter.

One of the ideas I came across was to use a [Drawing slide to take attendance](#). Students simply build upon a drawing that you as the teacher started on a Google Slide. It can be as basic as draw anything you want, or it can be something related to the topic you are working on. Feel free to add your drawing to my starter above and I will share some of the results next week.

#251 10/20/20 (Gimkit, Flipgrid, Classroom)

Good morning. I hope that everyone is doing well. In this tip I am going to revisit a previous suggestion as well as throw out a few quick tips/suggestions.

GimKit

I was recently thinking about the tool I promoted back on [December 10, 2019](#) called GimKit. Using this learning game as one of the resources to connect those students in a way from cohorts A and B. Each cohort can be a team and they can be pitted against each other during the course of a unit. The Kit that they would be using would be associated with the content that they would be learning for the week or so. Students can participate in the activity during set times or even when they have completed some of the other mandatory assignments. The questions presented in the game can reinforce the content that is being taught at the time. Gimkit also put out a great [Remote Learning Resource](#) that has some excellent suggestions and use cases.

Flipgrid

Users can now use Text Comments Only as responses to Videos. See [this article](#) regarding this new feature.

Google Classroom

Include the class schedule in the Subject area of your Google Classroom to help with organization.



#250 10/13/20 (Virtual Station Rotation Model and Template)

We have all been adapting our teaching practices to meet the needs of our students and the new learning environments that we have found ourselves in. One of the resources that I found is this [great template](#). The station rotation model is something that has been done effectively in classes for a while now. This template provides a framework for developing a virtual version of this model. It can be used for a fully remote or hybrid model with students in class and at home. I would be happy to work with any of you in developing an activity using this template.

As a little bonus, I thought [this concept](#) was pretty interesting.

#249 10/6/20 (Updates with Meet, Google Classroom App, IC Sync)

It hurts me to wait until Tuesday sometime to get these tips out. I want each of you to get updated on some of these things right away, but I don't want to overload emails. Please take the time each week to quickly scan the Tech Tip Tuesday email as I think you will find some useful information in each one. If you want to go back to see any of them going back all the way to 2013 you can always click [here](#) for the master document.

If you need further assistance with anything mentioned below, please reach out to me and we can walk through it together.

Google Meet

When in a meeting, if you click the three dots at the lower right corner, you will see some new updates. Participants now have the ability to blur your background as well as change the number of tiles. You can now use the slide bar to see up to 49 participants at one time. There are also some additional host controls regarding joining a meeting and sharing screens. You can also start a new "Jam", a collaborative online whiteboard using Jamboard directly from the meeting. This is found

at the very top of the window when opening your settings. After creating the jam, a link will be provided to all users in the chat window as well as an attachment in the meeting details window at the lower left.

Google Classroom and Infinite Campus Sync

There have been multiple reports of errors when syncing Google Classroom assignments and grades to Infinite Campus. Many don't seem to have explanations based on the error reports. We have figured some things out and ways to make it work.

The two most common errors are below. If neither apply to you, let me know so we can troubleshoot. If you get an error and assignments/grades don't import correctly, try the following:

1. If students turned in work late, they may not transfer. Change the due date to a time after the last student submission and try to export again.
2. If assignments were *posted* before the term start date 9/16, they don't seem to go in. You can reuse the post (the assignment that didn't work), enter the grades into the new assignment and return to students. Delete the original assignment with student work (don't worry, you will still have a record of their work in the Google Drive Classroom folder). Try the export again.

Google Classroom App

There is added functionality for teachers and students with the Google Classroom app. Annotation for teachers and students as well as the ability to quickly add images using the chromebook or device camera as part of an assignment. The chromebooks have the ability to run apps through the Google Play Store. It is found by clicking the icon at the bottom of the screen that looks like this



. After clicking the icon you can then choose to install and run Google Classroom. See [this video](#) regarding launching the app and using it as a teacher and student.

When using the app as a teacher you also have access to a ["Student Selector"](#) on the People tab. This functions like pulling popsicle sticks to call on students.

#248 9/29/20 (Hodgepodge of tips; YouTube, Meet, Whiteboard)

This week I am going to provide a hodge podge of quick tips and suggestions for you to think about.

YouTube

When uploading videos to your YouTube channel, you can encourage students to use the Closed Captions when watching. This can be especially helpful for some of your learners.

Google Meet

Google Meet Breakout Rooms will be an Enterprise only update. We do not pay for that service.

Virtual Whiteboarding

For a quick and easy what to do some virtual whiteboarding and drawing, use [Chrome Canvas](#). Drawings can be saved as an image and shared.

Curriculum Development

If you have a specific topic or Unit that you are thinking about and would like me to draft up a possible activity or two, please let me know. I would be happy to put some things together for you.

Google Drive Organization

Whether you like her or not, [this](#) in a nutshell explains how to get your Drive organized. At the very least, what I tell people is to create a folder called "Old Stuff" or something like that. Then, start dragging folders and files into there that you think you don't really need anymore. I don't like to delete anything so that you can still find stuff through a search. But, if you, without a doubt, know you don't need something then you can delete. As far as mass deleting of files, you can open any folder and then sort that folder by "last opened by me" or "last modified" and if it hasn't been opened or modified in quite a while, there is a good chance you don't really need it and can delete it.

#247 9/22/20 (Updates and Q&A)

Good morning everyone! I hope that your in-person and remote classes are going well and that you have been able to employ some of the tools and strategies that we have discussed over the past few weeks.

In this tech tip I wanted to share a few updates and address a few items that I get regular questions about.

Also, remember I am happy to help you develop lessons, activities, etc. for your students.

BreakoutEdu

Premium Account Username: ryandemo@medwayschools.org

Premium Account Password: demodemo

BreakoutEdu is an escape room based, standards aligned game for students that can be played digitally (and physically).

After searching through the Digital Games to find the one you would like, you can open the game, and click Play Game. Copy the URL and share that with your students so that they can access the game. To confirm if students completed the activity you can use a couple methods.

1. Have them share a screenshot of the screen that shows they succeeded. 2. Have them share with you the answers to the locks on a Google Doc through a Classroom Assignment. I think that these are great activities for asynchronous learning.

Flipgrid

Question: My students are not able to log into my Grid.

Answer: You need to allow the @student.medwayschools.org domain to the allowed domains in your created Group.

1. Click the Pencil



2. Add @student.medwayschools.org to the allowed emails



Zoom

Question: I can't see more than 16 people in Zoom.

Answer: In a meeting, click the dropdown next to Stop Video, click video settings, scroll down and check display up to 49 participants

[Meet Updates](#) - see up to 49 people, blurred backgrounds, new host controls

[Padlet Premium License](#) - once you join, if you are a teacher I will convert your account to a teacher account

#246 9/15/20 (Back to School)

Good morning everyone. I hope that you all are doing well. It has been quite a while since I sent one of these out. I'm glad to be back at it.

When I send these out each week I will try to tailor them to the environment we are all teaching in right now. The tools and strategies I will present will hopefully build upon the things we have been learning and reading about over the course of the last 10 days.

Starting tomorrow, I will be working remotely and can be reached anytime by email. I will be able to answer any questions over email, over the phone, or even better, through a Google Meet session. The meet session allows us to have what would be closest to an in person meeting. There will be some occasions that I can make it into the buildings to be able to help in person as well, especially once my children get into their own schools.

I would also like you to know that I am available to students for assistance in using their own tech tools to be able to meet their learning objectives. Feel free to provide them with my name and email address to reach out for assistance themselves.

To wrap up, I just wanted to share some of the links and videos that may be helpful to you moving forward.

[Infinite Campus Training Site](#)
[Our First 10 Days PD Site](#)

[Transformative Teacher Tools \(Badge Site\)](#) - You do not need to go through the process for earning badges if you do not want to. This site still provides users with a ton of resources for your teaching.

For MS and HS Only:

Students have the ability to self report attendance when attending class at home. The process for this is reflected in the short videos below. One shows the student end and one shows the teacher end and discusses teacher options. I would suggest placing the student video in your Google Classroom.

[Student View](#)

[Teacher View](#)

#245 3/10/20 (Process vs. Purpose)

This week I wanted to share a [quick video of a talk](#) that Eric Curts gave back in 2015. Eric is also a technology integration specialist like I am and we have talked on a few occasions about how we go about working with students and teachers in our schools. I always want teachers to think about why they are doing what they do in class. What is the purpose of that video, what is the purpose of that writing assignment, why did you do that on paper instead of digitally, what was the purpose of that homework assignment?

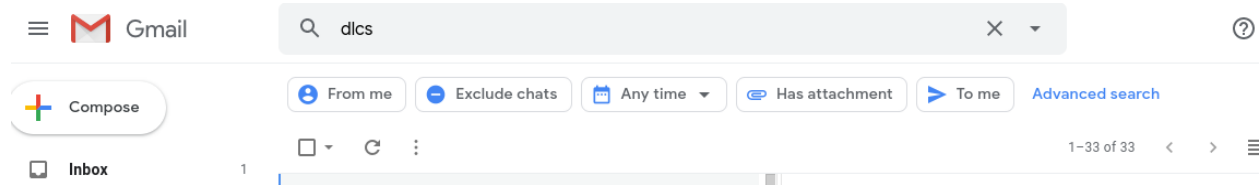
Purpose, it all boils down to that one word. I believe that almost all of us would agree that almost daily our purpose is to engage our students and provide them with the best learning environment possible. This has not changed over time. But, what we were doing two years ago, two months ago, maybe even two weeks ago to serve that purpose may no longer be getting the job done. It is that *process* for serving our purpose that has to be regularly considered. I think that Eric does a good job explaining this concept in the video linked above.

As always, I would be happy to help you explore the processes you employ for engaging and educating our students on a daily basis.

#244 3/3/20 (Gmail “Search Chips”)

Some of you may already be taking advantage of the advanced search feature that you can use to find materials in your Gmail. If that is one of you, fantastic! I’m sure you have noticed how much of a timesaver using those features can be. It’s possible that you may not have even noticed the option to use such features.

Well, Google has made some of those features more noticeable now through what they refer to as “search chips”. After entering a search term, you will find these chips directly below the search box and by clicking them, they will refine your search.



#243 2/25/20 (Google Classroom Rubrics)

Not that you shouldn't read all the tips that I send each week, but this is one of those that you really shouldn't ignore.

“Teachers use rubrics to support learning. They make assessing the students' work efficient, consistent, objective, and quick. Teachers evaluating an assignment know implicitly what makes that assignment excellent, mediocre, or in need of improvement. Rubrics enable teachers to evaluate students' performance in situations that more closely replicate real life than an isolated test. Rubrics also help teachers to focus their own attention to the key concepts and standards that the students must obtain. By developing a working guide (rubric) for students to use as a tool throughout the assignment, teachers provide the scaffolding necessary to improve the quality of their students' work and to increase the knowledge that the students acquire. Teachers have the flexibility to reuse the same rubric for various class assignments. Rubrics allow teachers to accommodate and differentiate for heterogeneous classes by offering a range of quality levels (they can be used with gifted and learning support students)¹.” Google Classroom has now simplified the process for using rubrics. The ability to create, upload, reuse and score student work happens now with a few simple clicks.

Check out this [screencast on Drive](#) or [Youtube](#) to see the whole process and user interface in action.

¹“Teachers First - Thinking Teachers Teaching Thinkers.” *TeachersFirst*, www.teachersfirst.com/lessons/rubrics/why-use-rubrics.cfm.

#242 2/11/20 (GeoGuessr)

Sometimes heading into vacation we try and look for some creative and fun ways to finish up the week. This week's tip brings you a web based game that asks users to identify locations based on clues shown in a Google Maps street view image. The game is called [GeoGuessr](#).

There are five rounds for each game. For each round you are asked to place a pin on a map identifying the location being shown. The points that you receive depend upon how far away from the actual location your guess was. Using road signs, license plates, store fronts, etc. are a good place to start as far as clues that may point you in the right direction.

Users also have the ability to create their own maps/games for playing. Users should click sign in and choose to sign in with Google. This will create your GeoGuessr account. The free version of the game allows you to play the free map unlimited times, and also one other free game per day. What can be fun is to play the “Daily Challenge” each day to see how you compare to other users across the world.

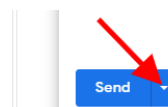
A trick to play multiple maps during one class period would be to have a different student sign in to Geoguessr at the teacher computer that would be projected as a class so that you can play the one free map with each student account.

#241 2/4/20 (Letters to the Future)

I was recently thinking about GMail’s ability to schedule messages to send at a later date/time. This capability could be a key component in presenting a fun activity to your students. Why not have your students write letters to themselves (or anyone else) to be sent months or years down the road? These letters could be regarding goals that hope to be met, stories that want to be remembered, or simply writing samples and ideas that want to be captured. I think that there are many possibilities for using this quick little feature that is built into GMail.

To be able to schedule a message, simply compose an email like you normally would

and next to the send button you will see a drop down arrow.



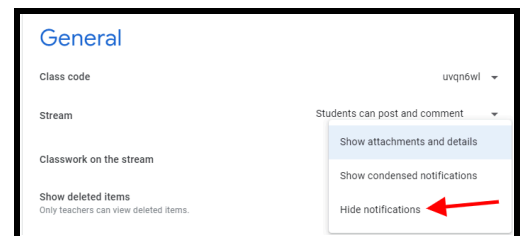
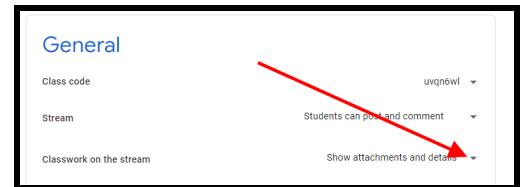
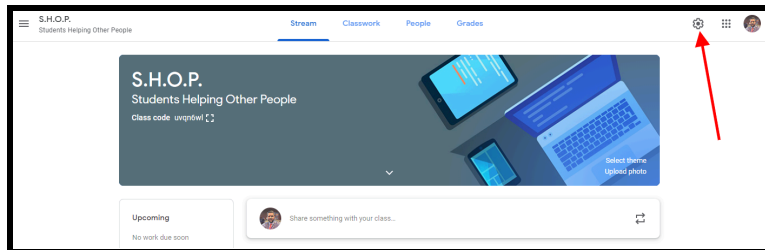
Clicking this will present you options for the date and time to send in the future.

I’m sorry Elementary staff, but due to the students not having access to email, we would have to think of another way for this to happen. Students can create a new Google Doc titled, “Don’t open until the first day of 12th grade”, or something similar. Maybe put them in a folder called “Future Letters”.

#240 1/28/20 (Classroom Stream Notifications; IC Grades Comparison Report)

This quick tip came to you from a middle school science teacher. Google Classroom is a great place to organize (using Topics), store class materials, student work and assignments. Students should be familiar with the organization of all the materials found

on the Classwork page. In many cases, students tend to try and simply find things on the Stream. This can possibly lead to endless scrolling and not fully understanding where things are and how they are connected. The teacher suggestion was to turn off notification to the Stream so that students are forced to go to the Classwork page to find the necessary materials. [Here](#) is a quick animation on how to adjust the settings.



INFINITE CAMPUS

[Here](#) is a video to show how teachers can run a report to compare current grades with the posted grade of a previous term. This report could be helpful to determine if students are taking a dive in their grades.

#239 1/14/20 (Goose Chase)

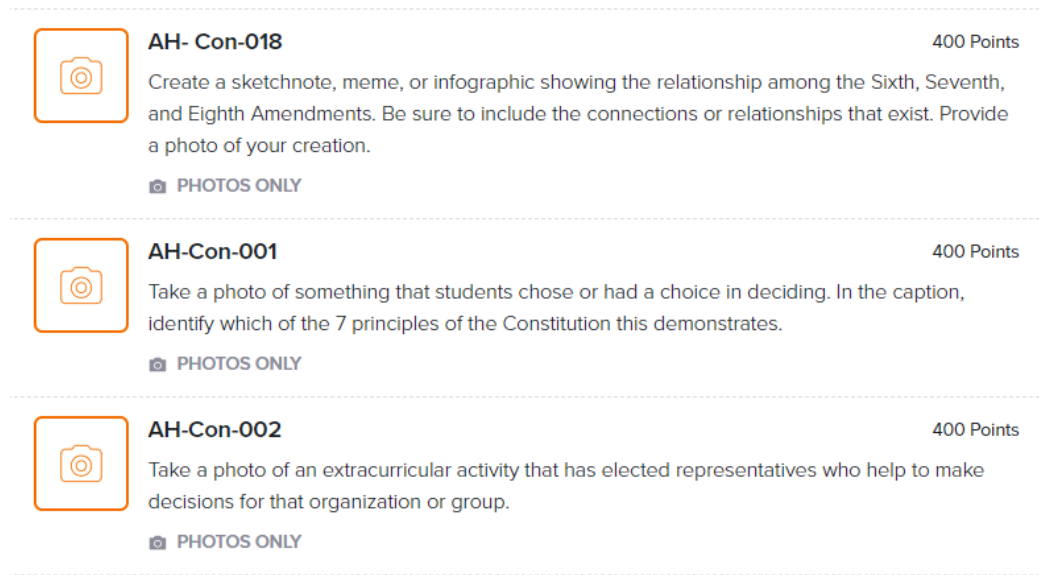
I was looking back at my notes regarding possible tech tips from when I started in 2013 and came across [Goose Chase](#). I'm not sure why I never pursued this further, because it looks incredible. I'm thinking that maybe it wasn't fully developed at the time or it wasn't yet geared toward education, but now I fully endorse it and look forward to working with one or more of you in using it with your students.

In simple terms, it is a digital scavenger hunt. A teacher creates a game which contains multiple missions that are worth a certain number of points each. Participants then try to complete missions by submitting pictures and/or video evidence that demonstrates successful completion of a mission. Along with the media evidence students can also be asked to include written evidence as well.

There are many [pre-made games](#) and missions to choose from already or you can create your own from scratch or by using a combination of pre-made elements and your own content. The games can be played by individuals or in teams. The teams could be a fun way to pit one class against another.

To be able to participate in the games, students must have the Goose Chase app downloaded on their phone, tablet, or other device.

To give you a quick example of a premade game regarding the Constitution look at the included image. This shows three of the twenty missions in the game.



[This video](#) is ten minutes long, but gives you a complete picture of it's use in education.

#238 1/7/20 (MedCamp 2020 information)

I hope that you all had a great holiday break and were able to spend time with family and friends and relax a little bit. On January 21st, we will be having our district professional development day which will include our mini "M"edCamp. EdCamps are so successful is because of the participation and engagement of the attendees. With sessions generated by those individuals and no predetermined facilitators, conversations and discussions happen naturally and take on lives of their own. Participants move freely between sessions that are having conversations that they want to be a part of.

You most likely have seen QR codes or other places that have asked for your suggestions regarding session ideas. We are using a padlet to collect those ideas so that we can schedule classrooms for those discussions to occur.

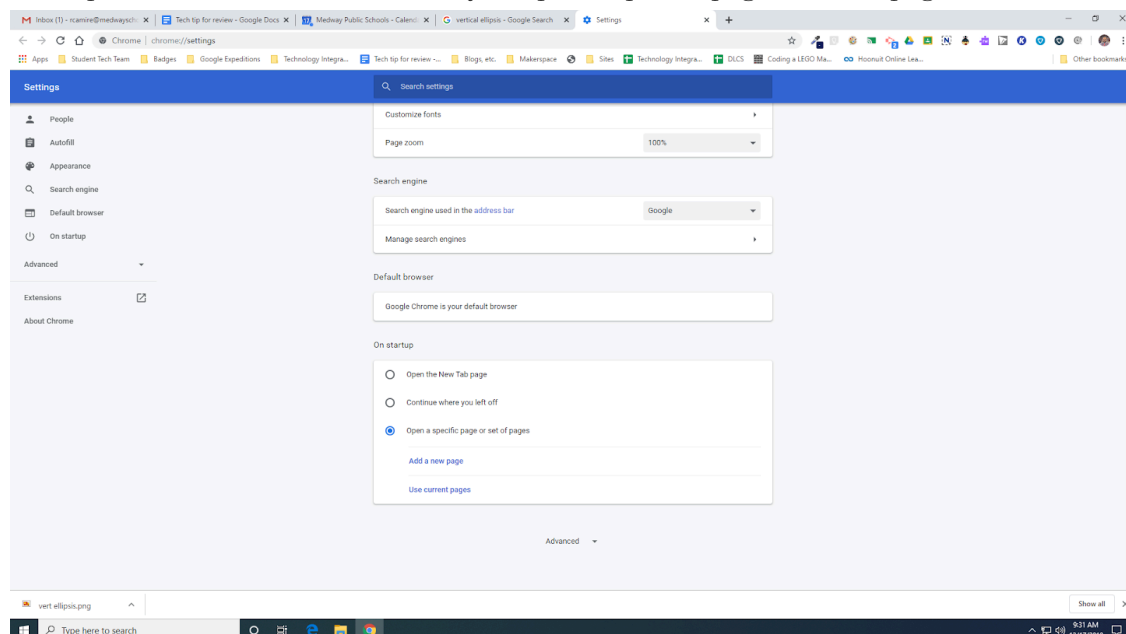
In addition to those QR codes, the link to the padlet can be found here:

<https://padlet.com/rcamire/tvtekm08u1vg>.

Please go ahead and add your idea(s) to that board so that you know there will be at least one conversation you are looking forward to being a part of. Thanks to all of you for your help in making MedCamp 2020 a success.

#237 12/17/19 (Chrome Startup Pages)

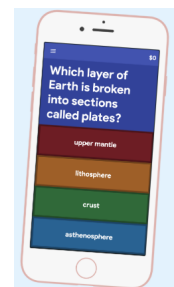
Do you find yourself opening the same websites/tabs every day? Wouldn't it be convenient to have those open up automatically when you open Chrome? If you don't do this already, setting up tabs to automatically open is a handy little feature. To do this, click the three vertical dots, ⋮ (hamburger, snowman, vertical ellipsis), then click settings. Scroll down to where it says "On Startup" and click the bubble that says "Open a specific page or set of pages".



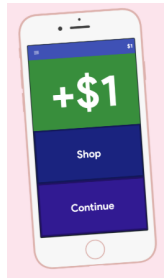
From here you have two options, the easiest being the Use current pages option. To use the Use current pages option, open up the different tabs you want to have open automatically first in your open browser (this may already be done, hence why it is easier). Then go ahead and click the Use current pages option. This will add all your open tabs to the list to open automatically upon startup of Chrome. The second option is to manually add the sites by clicking Add a new page. I hope this may save you a few minutes each day. Enjoy!

#236 12/10/19 (GimKit; IC Bonus points in Gradebook)

Do you use Kahoot in the classroom? Is it getting a little old? Want to mix things up a bit? Try something new? I have recently found a new site called [GimKit](#) that puts a different spin on the classroom learning/quiz game. Like some of the other similar



games, students answer questions on their own device at their own pace. These questions, that are part of a “Kit” may be repeated so that additional exposure to the content can develop mastery.



One of the new spins involves the individual as well as the class earning in game “cash” when answering questions correctly to spend on various upgrades and power ups. Also, teachers can pit individuals or even classes against each other over a period of time to see who can earn the most money in a feature called GimKit Seasons.

Teachers and students can sign up for GimKit by using their Google account. Once the account is created, teachers can play live games with their students by using existing “Kits” or creating their own from scratch or by pulling questions from multiple existing kits. There are many kits and questions in all subject areas to choose from.

The free account allows for all the core features as well as the ability to create up to five kits.

20 questions

Cro-Magnon
Found in Europe, Asia and Australia, lived in caves, made stone carvings and buried their dead. Discovered 40,000 years ago. Direct ancestors of humans.

structures that don't seem to have a function
change in inheritance characteristics over time
layers of sand, silt, clay or mud compacted and cemented together

Neanderthals

Homo sapiens

Australopithecus

hominids

INFINITE CAMPUS

Are you looking to give students bonus points? Probably the easiest way to do this in Infinite Campus is to create an assignment worth zero points. This assignment would be created using whatever category you would like and by making it zero points it will not penalize those students that do not earn any. Essentially what you are doing as far as grade calculation is increasing the numerator but leaving the denominator alone.

#235 12/4/19 (Google Slides Audio; IC Posting Grades at the MS)

The ability to add audio to Google Slides presentation is finally here. The original rollout date of late last spring was postponed until now to make sure that it works correctly with no bugs. Kasey Bell at ShakeUp Learning provides a great tutorial on her blog which can be found [here](#).

INFINITE CAMPUS

[This video](#) is geared toward the middle school. It provides a step by step instruction for how to post grades including grades on standards.

#234 11/26/19 (Perusall)

I recently came across a tool called [Perusall](#). This tool is an online platform that allows students and teachers to markup and annotate digital text. Perusall allows for a synchronous or asynchronous discussion to occur within the online text. Teachers have the ability to upload existing pdf's, documents, or even the content of certain articles found on the web. In the past we have used tools like Kami to be able to annotate text. Perusall takes this concept to the next level. Creating and responding to discussion threads and adding your own personal notes is now a simple and streamlined task. In addition, with a couple clicks, Perusall breaks up your class roster and creates small discussion groups that can allow for more student participation. [This tutorial](#) provides a look at the tool in action. Please reach out to me if you would like to talk further about this and try it with a class.

#233 11/19/19 (Memory Games w/Google Drawing; IC Planner View)

Recently I was speaking with a teacher regarding possible projects that deal with Memory in an upcoming unit on Cognition. After thinking for a bit it occurred to me, why not create traditional style Memory games? This type of game will help the student learn and retain the content as well as providing a resource for others to use and learn from, when playing the game.

While I was working through this idea I really felt that this concept could be applied in any course and many different grade levels. The great part about this project is how students benefit on two fronts, the development of their own game, and the playing of others.

While this project has great potential for students to be creative while developing and sharing their games it should also be considered an effective teaching tool. Teachers can create these types of game and share with their classes as a resource for studying course content. In [this video](#) I walk through the creation of the games using Google Drawing and how they can be played.

INFINITE CAMPUS

The Planner view gives you as a teacher a different view of the sections that you teach, including any assignments that are due. Within the planner, you also have the ability to create assignments for a specific section. [This screencast](#) gives you a quick glimpse into the planner.

#232 11/12/19 (EdPuzzle Open Class; IC Parent/Guardian Message)

Back in October of 2014 I presented you with Edpuzzle as a way to share videos with students that contain embedded questions, text, and even audio files. Recently, EdPuzzle was updated to include something called “Open Class”. This feature allows students to join one of these classes without an account. With open classes, your students can join a class and complete assignments without an Edpuzzle account!

To create an open class, go to “**My Classes**” and click on “**Add new class.**” In the new window, add a name for your class and an optional description. Then, select “**Open**” under “Class type.” (Please note that once you choose your class type, you won’t be able to change it.)

You can choose to allow your students to create their nicknames or have Edpuzzle automatically create them. If you don’t check the box, students will be asked to enter a nickname when they join. (You can always change this later by clicking on the “Class options” button.)

To assign a video to an open class, you should follow the same steps as for a classic class. Visit “**My Content**,” choose a video and assign it to the class you want. For reference, open classes display the word “OPEN” to the right of the class name.

To invite students to the class, click on the “Invite students” button in the upper right-hand corner of the class page. You can either share the link or class code with your students. Students won’t be able to save their sessions, so if they leave your open class and then join again at a later time, they’ll be treated as a new user.

In contrast with classic classes, open classes don’t have a “Student” tab. This is because each assignment will generate its own list of students as they join your open class.

Open classes do not include the gradebook feature, but you will be able to see the progress for each individual assignment.

INFINITE CAMPUS

Sending a message to Parents/Guardians and students within Infinite Campus is a quick and easy process that happens through the Message Center. See [this short video](#) regarding how to send one.

#231 11/5/19 (Email Contact Autofill; IC Instruction vs. Tools Default)

Have you composed an email and sent it to the wrong contact? Was this because Gmail autofilled the wrong email address? You can stop this from happening by adding this “wrong” email address as a secondary email address to an existing Google Contact and deleting the contact of the “wrong” address. Check out [this quick screencast](#) to see how to resolve this issue.

INFINITE CAMPUS

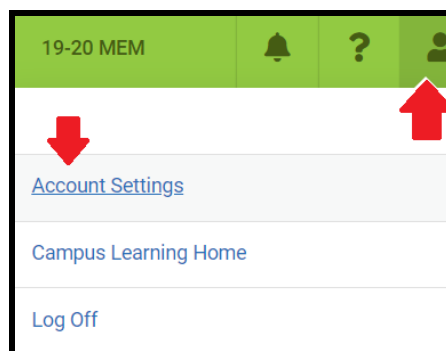
As a teacher you most likely use “Instruction” more than Campus Tools. I have noticed that many of you still have the default setting to open up Campus Tools first upon logging into Infinite Campus. The steps below will show you how to change the default to Instruction.

1. Log into [Infinite Campus](https://medwayma.infinitecampus.org/campus/medway.jsp)
<https://medwayma.infinitecampus.org/campus/medway.jsp>
Remember your login is the same as your desktop]

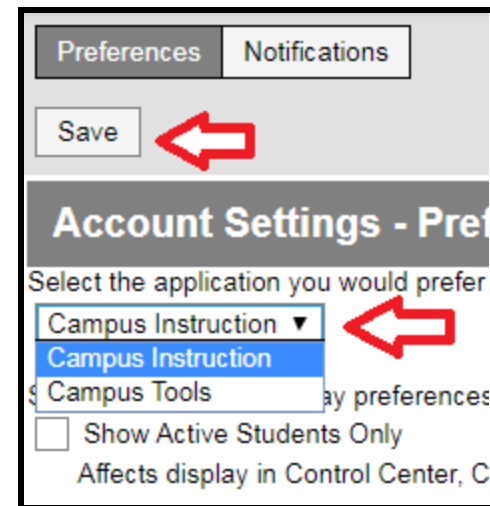


2. Go to your User Icon

3. Then click on Account Settings



4. Then use the pull down arrow under Account Settings and choose Campus Instruction
5. Finally, press Save.



#230 10/29/19 (Cue Clip Challenge; IC Student Assignment Report)

Interested in a \$25 Amazon gift card? I have a couple opportunities for you while also being able to showcase your awesome work at the same time. [MassCue](#) is offering educators an opportunity to earn these gift cards by asking you to submit what they refer to as a “[Cue Clip Challenge](#)”. MassCue suggests that it be a “raw and unedited” video, but “editing can be done, if you must.” The video should be around 1 minute long and highlight students being involved in one of the many great technology enhanced projects that so many of you are doing.

I am happy to help with the idea generation, filming, editing (if you must), and submission of any entry if you would like to participate. More details can be found at the link above. In addition to submitting to MassCue, these short videos would also be great to be shown in house through our various means, like the [Innovation Site](#), school monitors, [Twitter](#), etc.

INFINITE CAMPUS

Parents and students have access to their own Infinite Campus portal which provides details on all student grades and assignments. This level of access can be extremely important for all stakeholders to understand where they are in terms of performance in any given class.

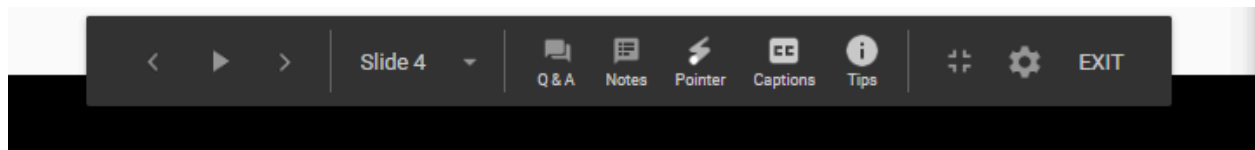
In addition to the portal, teachers have the ability to create reports that will provide snapshots of their class performance to parents and students as well. Essentially, as a teacher, you are able to provide these progress reports at any given time for any date

range and any particular set of assignments and grades. [This screencast](#) provides you with an example of this type of report and how to create it.

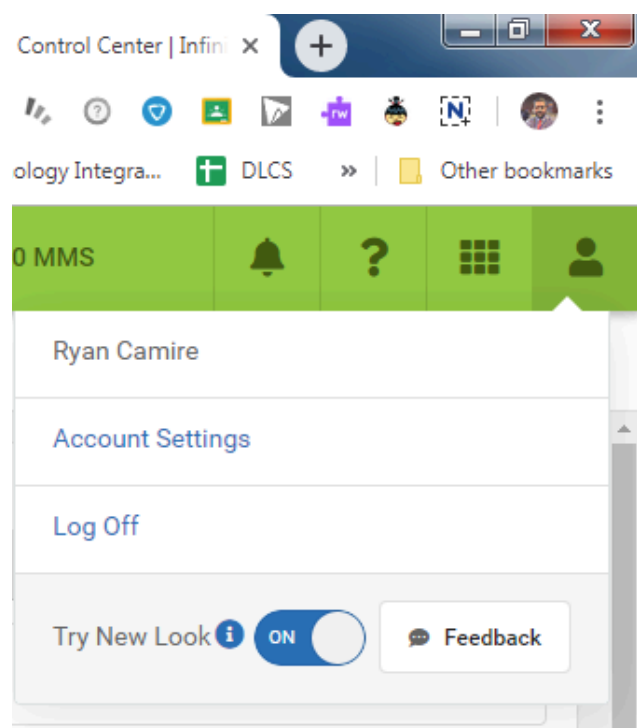
#229 10/22/19 (Google Slides Close Captions; IC New Look)

This week I am going to present you with another great update for Google Slides that you may not be aware of, automatic Close Captioning. When in present mode, you will see the option to turn on Captions. If there are members of your viewing audience that have hearing difficulties, this is a game changer.

After clicking the button, the built in mic on your chromebook or external mic on your desktop will be capturing whatever it is that you are saying and add it at the bottom as close captions. These captions are live and not actually saved to your presentation for later viewing. If you would like the captions saved as part of your presentation, what I would recommend is using screen capture software like Screencastify or WeVideo to record the presentation so that it records the captions as well. You can see in the image below what the CC button looks like at the bottom of the screen while presenting.



INFINITE CAMPUS



When in “Instruction” you can click your icon at the top right to toggle between the new look and the old look. This new look gives you a different feel for accessing the different tools that are present in the menu on the left.

Currently you have the option to switch back and forth between the new looks.

#228 10/15/19 (Google Slides Black or White Screen; IC Assignment Defaults)

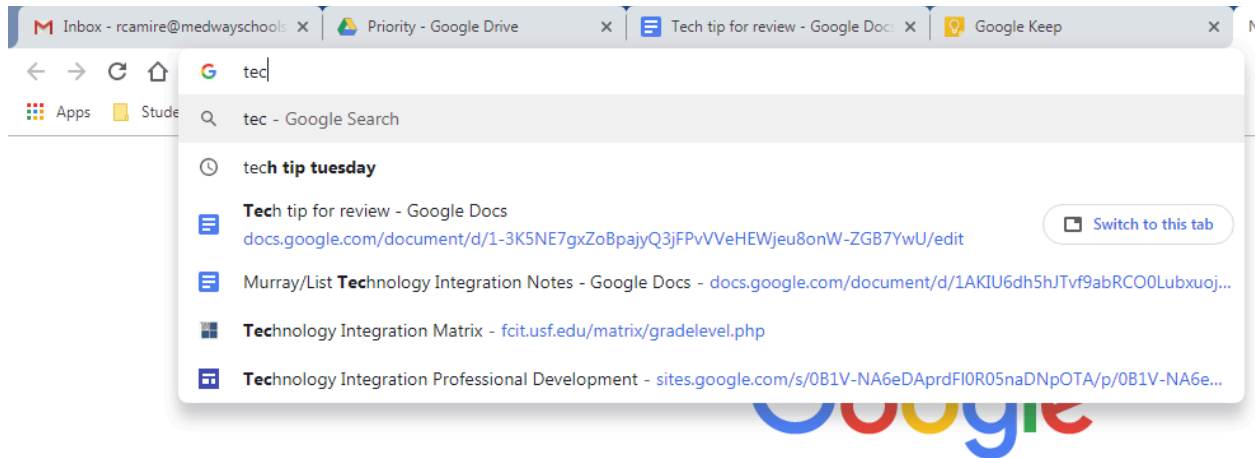
Google Slides has received a few small but valuable updates in the last couple months. One of these updates can be helpful to you when presenting using Google Slides to a class and you need to get everyone's attention. When you are in the "present mode" and you would like to pause a presentation, go off topic, or answer a question, you can change the presentation slide to all white or all black with keyboard shortcuts. The keyboard shortcut is "b" for black and "w" for white. Simply press either key and voila. This simple, short tip may be enough to refocus your students.

INFINITE CAMPUS

Do you find yourself creating the same assignment type very often. If so, you should create Assignment defaults to save yourself a little bit of time. You have the ability to set up default options for Sections, including Section Groups, Assigned Date and Due Date, Gradebook Sequence, and Scoring options. Teachers have the ability to create multiple defaults, one of which can be activated to apply automatically at any given time. [This support tip](#) goes into more detail as to how to create and apply assignment defaults.

#227 10/8/19 (Searching in the Omnibox; IC Marking as Turned In)

This little tip can be a time saver when you are in need of a doc, sheet, slide or anything else saved in your Drive. Instead of opening up your Google Drive and doing a search, you can simply type into the Omnibox (what the box is called in chrome where you type a web address). As you can see in the screenshot below after I began typing in "tec" along with regular Google search terms there are also a couple Google Docs and a Google Site that I have in my Drive showing as options to open.



INFINITE CAMPUS

There are times when you may have assignments created in your Infinite Campus gradebook that have been handed in by students but you have yet to input grades after the stated due date. You may run into parents or even students reaching out to you saying that they are seeing on their portal that the specific assignment is being marked as missing which may affect their grade. In actuality, the assignment has been turned in but you just haven't had a moment to grade them yet. The solution to this problem is to simply mark the assignment "T" for Turned In until you are ready to put the actual grades in. To see what this looks like, check out [this quick screencast](#).

#226 10/1/19 (Filter Classroom Emails; IC Section Groups)

There has been a desire from some teachers to limit the amount of emails received based upon activity happening in Google Classroom. This could include notifications of comments submitted, assignments turned in, etc. While turning off these notifications altogether will stop that stream of communication, I do not think it is advised. Rather than turn them off it may be a good idea to create a filter for those emails. The filter can be made to skip your inbox entirely and go directly to a folder you can create called Classroom notifications or something else you decide. There are many options for you when creating this type of filter. Alice Keeler provides a good explanation and steps for filtering your Classroom emails [here](#).

INFINITE CAMPUS

Section Groups allows teachers to group and view multiple sections together within a single Gradebook view. Utilizing section groups can make grading similar or the same assignments easier and can provide helpful information regarding data trends.

[This link](#) provides more explanation and step by step instructions for creating and using Section Groups. You can also view [this quick screencast](#) to see a section group created and what it can do for you. Thanks to Joan Hallett for pointing this feature out.

#225 9/24/19 (Priority Page; IC Viewing Gradebook)

Most of you have probably noticed the new Priority page in your Google Drive by now but were wondering what should be done with it. I hope that I can shed a little light on it with today's tip.

The Priority page on its own presents the user with documents that it feels are most relevant to your work at that precise moment. It may be documents with comments you need to address, action items to resolve, or even items you frequently access during that time and day.

In addition to the top section of the Priority page, as a user you also have the ability to create Workspaces. These workspaces are not considered folders but are more like Tags. Essentially they are lists of items that share a common topic or category. You have the ability to add anything from your Drive, Shared with Me, or even a Shared Drive. You can simply right click on an item and choose to add to Workspace. In addition, when viewing a workspace, Google will offer suggestions on other items that you may want to add. Click [here](#) to see more detailed information about this great update.

INFINITE CAMPUS

At times there may be a need to view your GradeBook differently than what is presented by default. This can easily be done through sorting and filtering. Sorting your Gradebook can be done by Category, Due Date, or Sequence. Filtering your Gradebook provides you with many more options. Check out [this support page](#) to see screenshots of the steps needed to take and more detailed information about this task.

#224 9/17/19 (Originality Reports; IC Student Labels)

There is a new update to Google Classroom coming that you may already have access to. This update is called Originality Reports. This feature allows students to check their work against millions of books and web pages to avoid plagiarism and incorrect citations. If you are familiar with the tool Turnitin or similar products you will appreciate this one. While we are in Beta testing, teachers will have the ability to use this feature on unlimited assignments within a Google

Classroom. Once the feature is officially released, teachers will have the ability to use this on three assignments per Google Classroom.

Students can run an originality report three times for each assignment. This will provide students an opportunity to self check and correct their work before they turn it in to the teacher. Once it is turned in, the teacher will be provided with their own Originality Report for each student's work. Check out [this screencast](#) to see it in action.

INFINITE CAMPUS

There may be a need to print student "labels" for folders, desks or something else. The ability to do this is pretty straight forward. From Instruction, go to Reports, then choose Roster Labels from the list. Choose your section, report options (most likely Student/Teacher), select your students and choose to generate the pdf. This can be printed on actual labels or regular paper. The system uses Avery 5160 as their label paper of choice.

#223 9/10/19 (Locked Quizzes; IC Student Groups)

Many of us assign quizzes using Google Forms in Google Classroom. A request by many in the past was to be able to lock the chromebooks down so that the users are not able to access any other materials while those quizzes are being taken. Well, at this time all of us should have access to the locked mode feature.

When adding a quiz to a Google Classroom assignment you will be presented with a toggle switch to turn on locked mode if you desire. See [here](#) for more information.

INFINITE CAMPUS

Creating student groups allows teachers to create different assignments and assign them to those specific groups. In addition to being able to assign items to specific groups, almost more importantly, it will allow you to filter your gradebook view by those groups. This can quickly and easily present you with valuable information regarding targeted student groups (high flyers, struggling readers, etc.)

#222 9/3/19 (Infinite Campus Shortcuts)

Welcome back everyone. For at least the next couple of months I plan on providing Infinite Campus tips every Tuesday. They may be the only tip provided or along with something else. For this week you can see the screencast [here](#) that explains how to create a shortcut to Infinite Campus on both a chromebook and a desktop PC.

#221 6/11/19 (Google Classroom End of Year)

So many of us use Google Classroom on a daily basis. It is important that we try and wrap up the school year and our Classrooms appropriately so that we can get up and running quickly in the Fall.

1. Archive classes from this school year
 - a. Go to main classroom page showing all your classes
 - b. Click the three dots at the top right of the class and choose Archive
 - i. This removes the class from your view of the main page
 - ii. Still allows you to copy any materials to new classes next year or any year after
 - iii. No changes can be made to an archived course by you or your students.
 - iv. It is possible to Restore (unarchive) a course
2. Remove class calendars from Google Calendar
 - a. You don't need these calendars anymore
 - b. Go to Google calendar
 - i. Under my calendars click the three dots next to calendars you don't need and choose hide from list.
 1. They still exist in your calendar settings though. While not necessary, you can go there and delete them permanently.
3. Archive Folders in the Classroom folder in Google Drive
 - a. Create an Archive folder (if you haven't already) in Google Drive and move any old (archived) Google Classroom folders into it.

Other suggestions:

- Make sure all work is "returned". This will give back ownership of student work back to the students. To quickly check on this:
 - Click on the menu button at the top left and choose To Do
 - For any assignment that shows items as "Turned In" you will have to grade and/or return to students.
- You can unenroll students from your classes if you don't want them to have any access to course materials down the road.
 - Go to the People tab, check the box at the top of students to select all, then choose actions and Remove

In the Fall you can restore any classes that you plan on teaching again so that you can "Make a Copy". This copy will contain all previous assignments and have them saved as drafts. This will save a tremendous amount of time for you if many of the assignments, announcements, questions, etc. will be the same or similar.

On the other hand, you can always create a new class from scratch and use the ReUse post option to select any announcement or assignment from any live or archived class to add to your new class. You can also Reuse posts in copied classes as well.

Here are a few other resources regarding end of year Google Classroom tips.

[Google Teacher Tribe Podcast](#)

[Free Tech for Teachers](#)

[Eric Curts Video](#)

If you would like to discuss any of this in person or have me walk through any of it, please let me know.

#220 6/4/19 (Twitter Hashtags)

Well today really came up on me fast. This will be a quick and easy one. If you are a twitter user you are very familiar with hashtags. Hashtags allow you to quickly curate posts on a given topic based upon the hashtags that are used. Here are some hashtags you may want to consider following regarding educational technology. There are obviously many more but this will get you started.

#edtech, #elearning, #edtechchat, #tlchat, #21stedchat, #edtools, #1to1, #gafe, #edapp

#219 5/28/19 (Semantris)

As we wind down the year sometimes it is fun to have some educational alternatives for our students to interact with when they finish their regular classwork. There is an interesting word association game called [Semantris](#), developed by Google AI that uses machine learning to predict words, phrases, and even sentences that might come next in a conversation. There are two games in particular that you can play, Arcade and Blocks. Both require the player to use word association to earn points in the game. Have students play individually or compete as an entire class. You can read a little bit more about Google's semantic experiences including Semantris [here](#).

#218 5/21/19 (Story Speaker)

The tip this week is a fun one that you can use with your students or at home by yourself or with your family and friends.

There is a Google Docs addon called [Story Speaker](#), that guides you through the creation of a choose your own adventure story. Once the story is written it becomes interactive and can be read/played through a connected Google Home speaker or directly within the Google doc. If you have a Google Home speaker, while not required,



it will add a little more to the experience. The Google Home speaker will talk to the user and listen to user voice responses in order to progress through the story. If playing through the app on the Google Doc, the story will be spoken by the computer and the user can speak responses by clicking the microphone button (if a microphone is built in or connected), or simply type their response. For some students that don't like to write, using Story Speaker can possibly make the process more enjoyable.

[This quick video introduction](#) gives you a glimpse into what is possible with this cool little addon. The developers also provide a [help doc](#) that provides detailed information regarding everything Story Speaker.

#217 5/17/19 (Choice Boards)

I'm sure that you have heard me or others talk about the idea of giving students more control over the pace, place, and path of their learning. This usually comes up when talking about blended or personalize learning. The ability to personalize the learning for the students usually means an increased level of engagement and can even make the course content more appealing.

One method for facilitating a personalized learning plan is by creating and presenting students with a choice board. These types of boards can be used in any content area and can look differently but will accomplish the same goal. I am not a huge Pinterest user (maybe I should be), but I know there are many of you that are. [This board](#) from Kasey Bell highlights various examples of choice boards. Tic-Tac-Toe choice boards are one of the most popular as there are only 3 choices that need to be made by students. An example from Kasey can be seen below.

With these types of choice boards, you as the teacher, have control of the options that are available for students to learn course content and demonstrate their understanding of it. You always have the opportunity to make one of the options very open ended to allow for even more personalized learning experiences that can be completely dictated by the student.



Tic-Tac-Toe Choice Menu: Novel Study (grades 6-12)

Directions:

Start with number 5 and then make two other choices to make your tic-tac-toe.

****Teachers: >>> [CLICK HERE](#) to Make a Copy and save to your Drive.**

1 Create a fictional interview video with the protagonist, antagonist, or author where you play the character/author and dress the part. Write a complete script in Google Docs and submit with the video.	2 Create four character trading cards using the digital tool of your choice. Remember to include the character's name, an image, and at least five characteristics for each character.	3 Write a diary from the point of view of one of the story's main characters that they would have written before, during, or after the book's events. Remember that the character's thoughts and feelings are very important in a diary.
4 Create an interactive digital timeline of events from your book. Include important dates, character introductions, conflicts and resolution, images to represent each event, and links to additional information, videos, etc.	5 Write a one-paragraph summary of your novel, and share on a slide in our collaborative slide deck [insert your own link]. Add an image of the book cover and links to your other two projects.	6 If this novel had a soundtrack, what would it be? Create a YouTube playlist with at least 10 songs that would make a great soundtrack. Explain each of your choices in a Google Doc and where they fit in the story arc.
7 Create a comic strip retelling the story in your own words. Be sure to include all of the important characters, exciting events, conflicts, and resolution.	8 Create a video book trailer using the digital tool of your choice. Remember to include music to set the tone, and tell a brief story about the central conflict and characters without revealing too much! Tease the audience!	9 Create a new book jacket for the novel. Use the digital tool of your choice or the artistic medium of your choice (draw, paint, etc.). Remember to include a summary about the author and an eye-catching cover image.



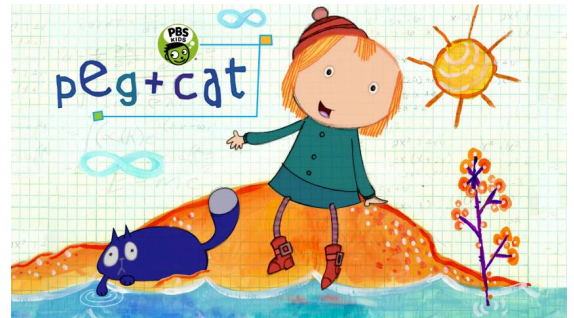
Created by Kasey Bell
www.ShakeUpLearning.com

#216 5/7/19 (Digital Graphic Novels)

I was very recently working with a teacher interested in creating graphic novels and I thought that sharing [the resources](#) with everyone could be of value to many of you.

Telling a story in a graphic novel format can be applied to various content areas.

For example, in Science students can create a character that may be a red blood cell or some type of organism and develop a storyline that is consistent with the standards that are being taught in the classroom. In Social Studies the novel can take on a historical perspective. The ELA classroom can focus on the purpose and structure of a graphic novel itself. Math can sometimes be the hardest to incorporate but it doesn't have to. If anyone has little kids you may have seen [Peg + Cat](#). This is a great cartoon with a complete focus on math. The same principle can be applied to a graphic novel.



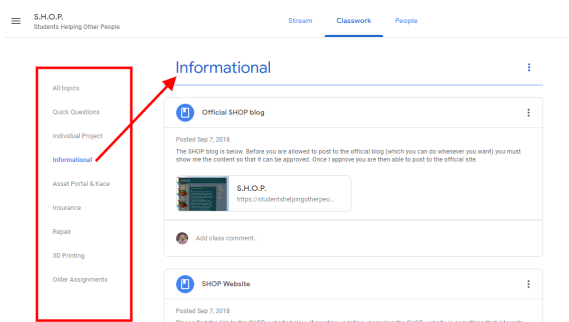
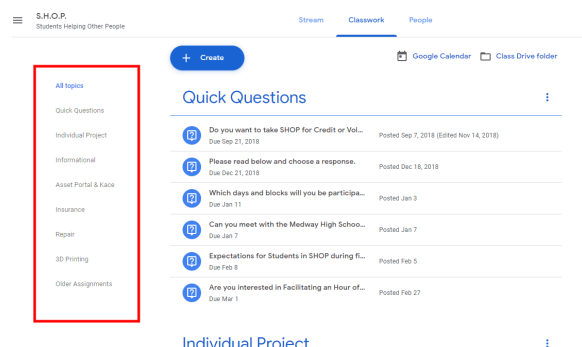
The use of graphic novels can be an interesting change of pace that may engage students in a way that wasn't possible before. Give it a try.

#215 4/30/19 (Twitter Suggestion: Alice Keeler)

I have been a little behind this week with coming up with a tech tip. With that said, I will simply suggest following Alice Keeler on Twitter, [@alicekeeler](#). She has many great ideas, tips and tricks for using Google Classroom and many other education related resources.

#214 4/23/19 (Google Classroom Topic Update)

I hope that everyone had a good April break. I will keep this week's tip short and sweet. One of the features that went away when Google Classroom had the major update this year was the ability to sort the Stream by Topic. Google initially felt that creating the Classwork page would eliminate the need to do this. Wrong. Many teachers and students still felt a need to sort their Classwork page by Topic to be able to find and address key items. Well, that ability is back. When you go to the Classwork page, you will now find a list of all your topics on the left hand side. Users can click on any topic to see just those assignments, questions, etc. that have been labeled with the selected topic. Enjoy!



#213 4/9/19 (Sketchnoting)

Are you a great artist? (Not me by any stretch) Do you love to doodle? Good thing is, none of this really matters when it comes to sketchnoting. Knowledge of basic shapes, lines, colors and text is all that is needed. For the sketchnote to the right on matter I used Sketchpad.io. As you can see, being a good artist is not necessary for getting the point across.



Sketchnoting is simply a process for taking notes that incorporates visuals and text to tap into parts of your brain that ordinarily aren't utilized when simply text is used. By adding something as basic as arrows or stick figures provides a visual snapshot that helps users remember a range of concepts and other details.

The use of sketchnotes can be helpful in all subject areas and grades levels. The site [Sketchnoting in the Classroom](#) has many short video lessons that cover all things sketchnoting including subject specific lessons.

Students and teachers can create these sketchnotes with pencil and paper or go a digital route using a tool like [Jamboard](#) or [Sketchpad.io](#). Sketchpad.io is great as it has many different pen types, includes a large bank of clip art, and you can save in multiple formats.

CAATCH THE
#SKETCHNOTEFEVER
Learn to sketchnote with
Sylvia Duckworth



I would be happy to work with you in structuring a lesson for your students that introduces them to sketchnoting while focusing on the current course content.

Probably the best resource for learning about and getting started with sketchnoting is Sylvia

Duckworth. [Her website](#) has a wealth of information on this subject.

COMING SOON: Insert audio in Google Slides!!!!

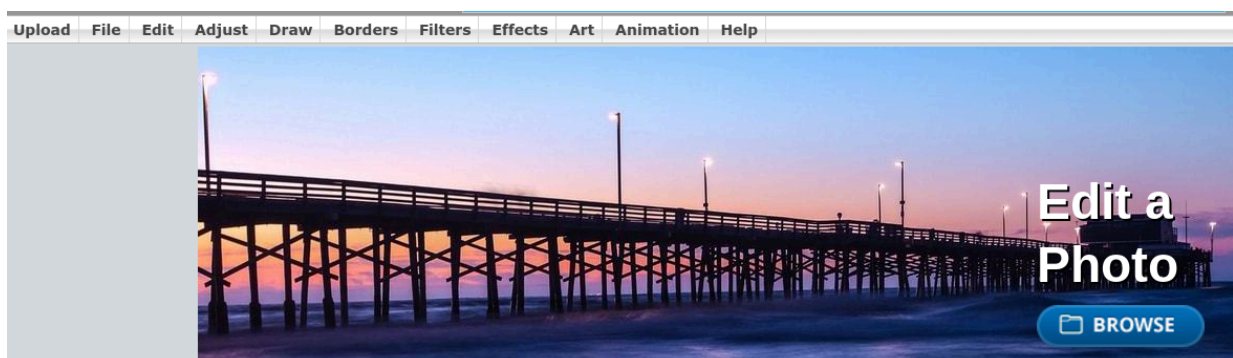
#212 4/2/19 (Image Transparency)

Using images with a transparent background is a very popular option when creating various types of multimedia presentations and other visual displays. It allows the subject in the image to essentially be placed within any background of the users choosing. From stop motion animation movies to single image displays like a PSA, the use of transparency is extremely valuable. There are two free tools that I use specifically for this purpose, [removebg](#), and [lunapic](#).

The first site, Removebg, which stands for Remove Image Background, is extremely quick and easy for removing the background of images that contain people or specific products. This particular site automatically removes the background with a single click, actually without any clicks. As soon as you upload the picture, the background is automatically removed. You are then provided a preview that you can save as your final image or you can edit further. Editing includes “erasing” additional background, restoring background that had been made transparent, or even adding in new background in the form of an additional image or solid color.



Lunapic is a more complete photo editor, that includes the ability to make backgrounds transparent. After uploading an image the options the user has to edit the photo are too numerous to mention. Borders, filters, effect, animations, you name it, the photo editing option is there.



#211 3/26/19 (Metaverse Part 2)

Metaverse studio is a powerful tool for creating augmented reality experiences. These experiences can be created as a resource provided to students as a tool for learning content or students can create the same type of experiences to demonstrate their learning for teachers.

The best resource for learning how to create these experiences is by viewing the different video tutorials provided on the [Metaverse YouTube channel](#).

#210 3/19/19 (Metaverse Part 1)

I'm sure by now you have heard of "AR," Augmented Reality. It may have initially been the hype surrounding *Pokemon Go* or possibly within the educational realm of something like zSpace or Elements 4D. In any case, the concept of AR is something that is going to be more and more at the forefront of education in the future.

Recently I came across a website called Metaverse. This site offers users the ability to download various interactive experiences as well as provides links to their blog and the Metaverse Studio. The studio is where users can create their own AR experiences like the



one you can experience by scanning the QR code here.

To begin with you should install the Metaverse app so that you can participate in any Metaverse activities. The iOS app can be found [here](#) and Android can be found [here](#). After installing the app you will have the ability to scan the QR code to any public Metaverse experience. To try your first one scan the code you see here. You can find additional experiences to view and interact with on their blog and the main website. In part 2 of this series I will go into more detail as to how to create one of your own.

#209 3/12/19 (Jamboard)

You may have heard about Jamboard at some time during the past year. What began as a collaborative whiteboard that you could purchase for \$5,000.00 has now become a free app that is completely web based. The app has undergone some great updates that has enhanced its functionality as well as its user interface. While Jamboard on the Web can be used with any device it is particularly useful when using something with a touchscreen.



[Google Jamboard](#) is a web based interactive, collaborative whiteboard tool that both students and teachers can use for a variety of purposes. Probably the most applicable use is for students to brainstorm collaboratively on a given topic. The ability to draw, handwrite, use text and images suits this task very well. Also, if you have heard of [sketchnoting](#) before, (you have probably seen them from Sylvia Duckworth, this tool can be a good resource for that.

Richard Byrne from Free Tech for Teachers has a quick and simple tutorial regarding Jamboard on the Web found [here](#). One thing he neglects to mention is an option for sharing current Jams on the fly. Next to the Share button when you have a Jam open are three vertical dots. By clicking that menu you are presented with an option to turn on and offer a Jam Code that anyone can use to join a live jam. Users can join a live Jam by opening the homepage of Jamboard and clicking the chain link icon near the upper right and entering the code.

#208 3/5/19 (GSuite Learning Center)

In addition to [GSuite Training](#), which is the Chrome app that works directly within GSuite applications to provide interactive training, the [GSuite Learning Center](#) is another valuable resource.

The ability to search by product is a quick way to begin to get your questions answered. After selecting your desired product you can then find training and information from the most basic tasks to more advanced processes and procedures.

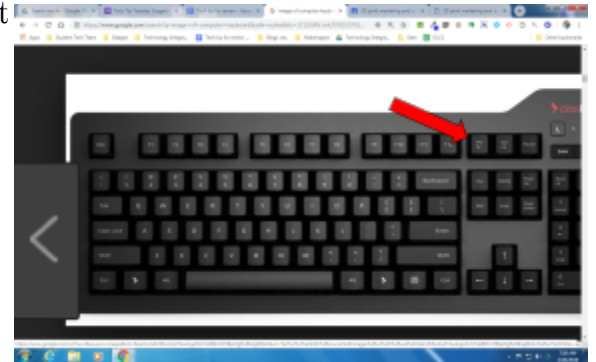
Everything you need is easily accessible and presented in a simple, visually appealing format.

#207 2/26/19 (Screenshots)

This tip is in response to a request submitted on the “Suggest a future tech tip” form.

Taking screenshots can be very helpful for developing tutorials that include step by step images, or for showing quick images of art, maps, error messages, etc. It can be extremely helpful to know how to take those screenshots and then share them with others.

When working on a PC you will see a key above the insert key that will say “Pr Scr” or “Print Screen”. Simply hold down the Ctrl key and press that key to take and save a screenshot. You can then open an email, document, drawing, etc. and press Ctrl+V to paste that screenshot into whatever you are working on. The image to the right was created by finding an image of a keyboard, clicking Ctrl+Print Screen, and then pasting into a Google Drawing where I added an arrow pointing to the key.



On a chromebook you have two quick options for taking a screenshot of your entire page or a selected portion. To take a screenshot of the entire page hold Ctrl and press the Window Switch key. An image of that key is to the right. To take a screenshot of a selected portion of your screen, click Ctrl+Shift+Window Switch Key. This will bring up



a crosshair for you to click and drag a box around what you would like to take a shot of. That screenshot automatically saves in your Files folder on the chromebook. From there you can open it and crop it, add a filter, and access other basic editing options. You can also save it in your Drive to be easily accessed and shared.

[This support page](#) goes into detail regarding the many options you have for capturing your screen on a Mac.

#206 2/12/19 (Keyboard and Touchpad Shortcuts)

Keyboard shortcuts can save users quite a bit of time when working on your computer, especially chromebooks. They can range from some simple copy and paste functions to processes for changing your display and web browsing features. Rather than list them all, the links below contain some of the most useful shortcuts available. But, at the very least, try pressing, **Ctrl + Alt + ?**. This great shortcut shows you all available shortcuts in an easy to navigate window that includes a search bar.

In addition to keyboard shortcuts there are ways to use the touchpad on your chromebook to get tasks done easier and more efficiently. A few of my favorites are the ability to right click by lightly tapping with two fingers and scrolling up, down, left and right by swiping with two fingers in any direction on the touchpad. To see all of you available options for using the touchpad, check [this page](#) out.

[Chromebook Keyboard Shortcuts](#)

[Chromebook and Drive Shortcuts and Key mapping](#)

#205 2/5/19 (Be Internet Awesome - Interland)

Google has created a web based game that teaches children the fundamentals of digital citizenship and safety. The game is called [Interland - Be Internet Awesome](#). There are five key areas that the game focuses on:

Share with Care (Be Internet Smart)

Don't Fall for Fake (Be Internet Alert)

Secure Your Secrets (Be Internet Strong)

It's Cool to Be Kind (Be Internet Kind)

When in Doubt, Talk It Out (Be Internet Brave)

While this game was developed primarily for students in grades 3-6, it can be adapted to students in lower grades to much higher grades. The information provided and topics that are discussed apply to all our students. This game may be a great tool for you to use with your class or even have students interact with it in their free time. [This site](#) provides additional teacher resources for the use of Interland and other Digital Citizenship lessons.

#204 1/29/19 (Google Slides to make an App)

The tip this week is presented as a way to provide substitutes your plans for students in case of your absence. But, this particular process can be applied to a variety of situations. You could also use this method for structuring your regular lessons for your own use. In addition it can be used by students to structure and organize their materials for particular units of study or for submitting to you to demonstrate their learning.

As a bonus, remember that this is all built in Google and can be easily reused, shared, and edited for use again and again.

[This video](#) shows you how to create an app for your sub to use with all the important information with Google Slides. Just update the slide to update the app.

You can click [here](#) for a Slides template

#203 1/16/19 (Google Tour Creator)

I am sure by now you have heard of VR or AR experiences. Access to virtual reality content has become simple and readily available to anyone with a smartphone. Pairing your smartphone with something like Google Cardboard or another VR viewer only enhances the experience.

Now, not only are students and teachers able to quickly search for and go through a variety of virtual reality tours of their choice, you can develop your own. There are a wealth of 360 degree photos and videos as well as the capability of taking your own 360 degree footage that can be incorporated into an immersive virtual tour.

Eric Curts provides a [very detailed blog post](#) about [Google Tour Creator](#) on his popular blog Control/Alt/Achieve. I have two Google Cardboard viewers myself that I would be happy to loan to teachers that would like to run a particular station that showcases a virtual tour. Please let me know if you need further assistance in accessing, creating, or delivering one of these immersive and engaging experiences.

#202 1/9/19 (BoostEDU part 3)

The tip this week is part 3 of 3.

The resources that are provided on this site are extremely intuitive and simple to use and can be put to use right away. One final section to check out is the [Instructional Resource Database](#). This database can be viewed by content, grade level, tech tool and more.

#201 12/18/18 (BoostEDU part 2 & Student Showcase Site Launch)

The tip this week is part 2 of 3.

This week we are continuing to explore [BoostEDU](#). In my opinion, the [Lesson Design tools](#) are the bread and butter of this website. The guided process that is provided can be done via a [Google Form](#) or by using a [Google Doc Template](#). The Google Form asks you to complete tasks such as linking resources related to the topic and adding the assignment students will complete. Once the form is completed the site will turn your answers into a complete lesson such as [this one](#). You can also use the lesson plan templates provided to create a technology enhanced lesson. My favorite section may be the [Hyperdoc templates](#) that are provided. By asking specific guided questions both the form and the doc templates do much of the work for you by taking your responses to form a well structured detailed lesson.

In addition to the tip this week I would like to present you with a [website](#) that hopes to showcase many of the creative, innovative, engaging and interactive activities, lessons and assessments that are happening across our District.

Our students are producing some amazing work and participating in engaging activities. These innovative, creative, and engaging learning experiences can inspire each of us and provide us with ideas for doing similar work in our own classes.

Unfortunately, it is often not until later, or ever at all, that we hear about or see a fantastic project the 3rd grade students did in Science or the virtual debate that happened with our 10th grade students and students in Texas.

This website showcases lessons, activities, and projects that integrate technology and/or rely on 21st century skills like creativity, innovation, critical thinking and problem solving.

In order for this site to showcase as much as possible, I need your help in taking pictures and videos of students participating in activities or sharing examples of student work like the ones you can already see here and ones that incorporate the skills described. Please consider capturing and sharing with us the great work of our students by contributing to this new site! Please email me, rcamire@medwayschools.org any contributions.

#200 12/11/18 (BoostEDU part 1)

The tip this week is part 1 of 3. I was recently combing through my Google Keep and came across an article I bookmarked from last January. The article can be found [here](#). [BoostEDU](#) is a program that supports teachers in transforming their traditional lessons into 21st-century lessons through an inquiry-based self-assessment and guided lesson design process.

Currently there are two similar assessments that can be taken, one simple and one more in depth. There are three other assessments in development that focus on the 4 C's, ISTE, and TPACK. More to come on those later.

Upon completion of the assessment you will receive an editable Google Doc with your responses that you can then use immediately to direct your instruction. These [self assessments](#) provide some great insight into how in tune you may be with regards to the SAMR model and how to move yourself up the ladder to reach a level of *Redefinition*.

#199 12/4/18 (Computer Science Week - Hour of Code)

December 3-9 is Computer Science Education Week. Since 2013, Medway Public Schools has offered an opportunity for all of our students to participate in an "Hour of Code". This experience provides students a chance to actually design and build small (or large) programs. Programs can be as small as making a turtle move across the screen to full blown iOS and Android apps. There are many options for students and teachers to complete the hour of code as well as the ability to continue with many more hours of free programming instruction. But, we have made the search a little easier by breaking down by grade level some hand picked options to complete for this one hour. You can find them [here](#).

The hour of code is designed to demystify computer science and show that anybody can learn the basics. Coding tutorials are designed to introduce students to programming using a fun and intuitive approach. Students use critical thinking and problem solving skills to complete these coding activities. As they create their own games and stories with code, they also learn programming concepts such as sequencing, repetition, and conditional logic. Have fun!

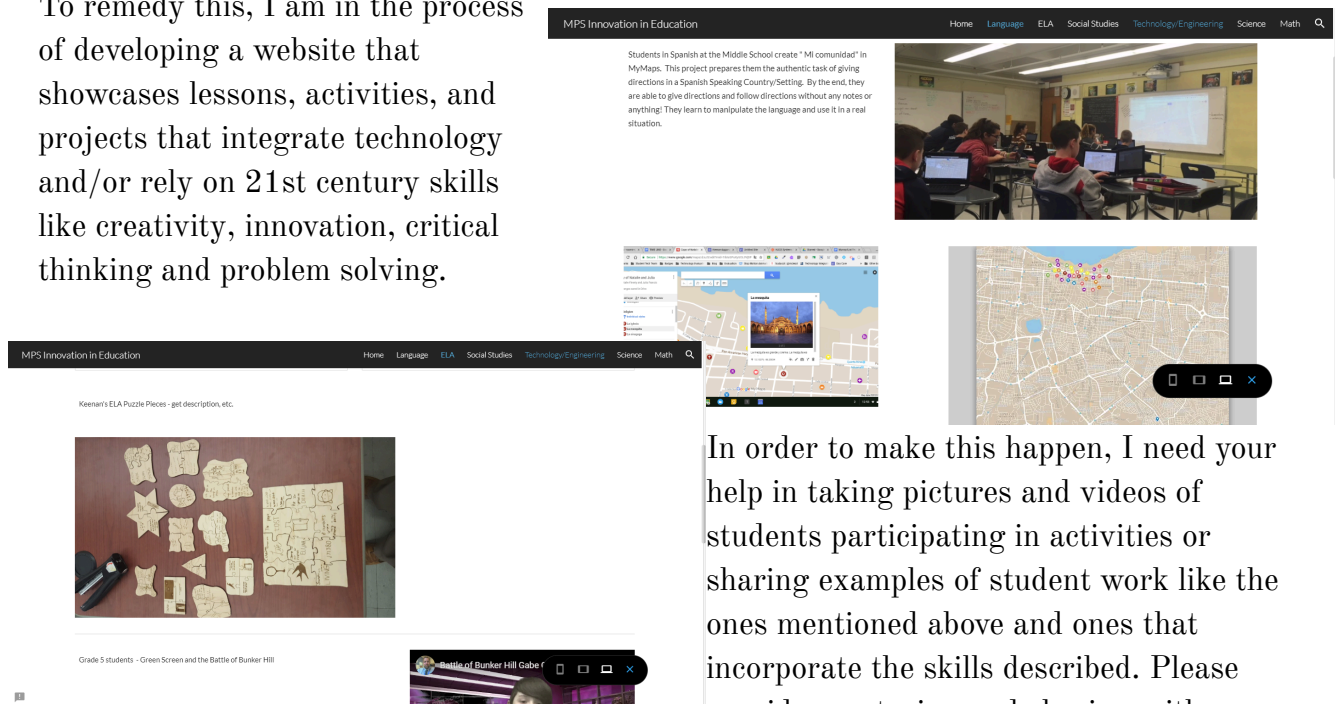
#198 11/27/28 (Innovation Website)

This week I am not so much presenting you a tip, but more of a request.

Throughout all the schools in the District our students are producing some amazing work and participating in engaging activities. These innovative, creative, and engaging learning experiences can inspire each of us and provide us with ideas for doing similar work in our own classes.

Unfortunately, it is often not until later, or ever at all, that we hear about a fantastic project the 3rd grade students did in Science or the virtual debate that happened with our 10th grade students and students in Texas.

To remedy this, I am in the process of developing a website that showcases lessons, activities, and projects that integrate technology and/or rely on 21st century skills like creativity, innovation, critical thinking and problem solving.



In order to make this happen, I need your help in taking pictures and videos of students participating in activities or sharing examples of student work like the ones mentioned above and ones that incorporate the skills described. Please consider capturing and sharing with us

the great work of our students by contributing to our new site!

#197 11/20/18 (Holiday Shopping Tips)

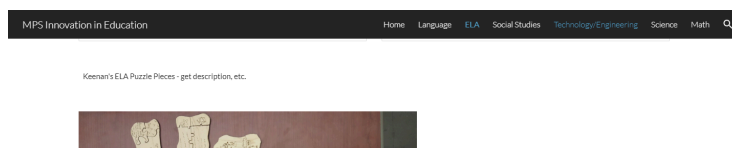
The two biggest shopping days of the year have just about arrived. If your looking for the best deals either in person on Black Friday or online on Cyber Monday, it helps to do a little research first. The New York Times posts an article each year around this time to better educate all of us on best practices for bargain shopping. Keep in mind that the tips and tricks presented in the article are helpful all year long!

How to Tell if Those Black Friday Deals Are Actually Worth Buying

Black Friday and Cyber Monday mean hundreds of online deals, discounts, and in-person doorbusters, but these tips will help you tell which ones are really worth your money. [Read the full story](#)

#196 11/13/18 (Google Forms - Branching Questions)

Google forms has become a staple in many classrooms. The ease with which surveys, forms, and quizzes can be created is unlike most other tools available. In addition to the creation of the forms themselves, the data that is provided to teachers and students is also clear, easy to read, informative, and can be manipulated via the associated spreadsheet.



There are some additional features though that many don't take advantage of or may even be unaware of. One of these is the ability to create branching questions based upon student answers using sections.

[This blog post](#) from Steve Wick walks you through the process for creating a form that directs learners to different sections of the form based on the answer chosen in a multiple choice question. Students can be directed to a variety of resources based on the answer they choose.

#195 11/6/18 (GSuite Quick Open)

This week's tip comes to you from Chris Borden, HS History/Social Sciences teacher. Have you ever been working and wanted to quickly add something you were reading, watching or thinking about to a document or presentation. Well, there was a recent update that allows you to type docs.new, slides.new, sheets.new, etc. into the browsers address bar to quickly open up a new document, spreadsheet, slide deck etc. Keep in mind that when opening a new product in this way it is being saved in your general Google Drive and that you should make sure to save it in a location afterwards that will make the most sense to you. You can check out [this gif](#) that was tweeted out by Google regarding this update.

#194 10/30/18 (Infographics)

At the beginning of this school year I came across an article referencing the use of Infographics for presenting the class syllabus. As you may know, infographics are a way to present information in a relatively eye catching way by using images, statistics and keywords. The final product that Jen Roberts created came out great and the best thing about it was that she turned her own infographic into a template that anyone could then use. If you read her quick [blog post](#) you will get a little background information, some quick tips and tricks and be able to view and use the template.

Infographics can be a powerful tool for both teaching and learning. Using this platform for areas other than presenting a class syllabus is very much an option for you and your students. Teachers or students can create shared infographics as study guides, students may create them to accompany a presentation or research paper, they may even be used as a form of assessment. The options for their use in the classroom are many.

#193 10/23/18 (MassCue Summary)

Last week I attended the Fall MassCue conference, my favorite one of the year. The keynote speakers as well as the workshops that are offered are always inspiring and provide strategies and resources that I can take with me and implement right away. For this weeks tip I wanted to share with you some of the resources that I was able to take away from the sessions that I attended. I would be happy to debrief further with you about any of these sessions.

Engage, Motivate and Differentiate Through Interactive Lessons and Technology

This session had a focus on how students are using Adobe Spark to demonstrate their learning. Google Sites as a portfolio tool was also discussed as part of the presentation. [This Google site](#) was shared which contains links to examples and resources.

I Scream, You Scream, We All Scream For Green Screens!

Before my next session I got in early and was able to grab these presentations as the presenter was cleaning up. Suzy Brooks from Mashpee was the presenter. She is always great to work with. [Here](#) is her resource.

The Evolution of my Flipped Classroom (A 5 year Journey)

Dan Welty is a high school Physics teacher who embarked on a path to change his instructional practice and the way students learn in his classes. He chose to transform his classroom into a Flipped Classroom model. Something to keep in mind is that he said if you were to tell him 7,8, or 9 years ago that he would be doing what he is doing today he would have said you were crazy. It is a journey and there will be bumps in the road, but in the end he couldn't imagine his classroom being run any other way. His presentation can be found [here](#). His blog is Weltyteaching.blogspot.com and his Twitter is @weltyteaching.

Maker Projects in the World Language Classroom

The language classroom offers so many opportunities for project based learning opportunities, which in many cases can incorporate maker projects. While attending this session what also stuck out to me was how so many of these types of activities offer up the chance for the language classes to work closely and coordinate their instruction with what is going on in some of the core content area classes. I would really enjoy the opportunity to move forward in planning an any activity like these with you and your students. The presentation can be found [here](#). [This](#) was also a quick activity they had us complete.

From Sphero Zero to Sphero Hero

If you are not sure what a Sphero is, it is a small robot ball. This ball can be driven around like a remote control car, or be programmed to move, make sounds, and change color or any combination of these actions. Currently we have two of these robots at the middle school. This presentation showcased a few of the ways the Sphero was used in 5th grade

classrooms. If you are interested in learning more about them or want to plan an activity around the Sphero, please let me know. Even if you are not at the middle school I am sure that we can borrow the devices so that any of our students can have one of these great learning experiences. You can access the presentation [here](#).

KeyNote - Tom Murray

Tom Murray focuses on blended and personalized learning.

[Handout](#), [Learning Transformed](#)

Add Design Thinking to Your Classroom!

Design thinking is an approach to developing lessons and activities with the students begin front and center for the entire process. This instructional practice works in all grades and all subjects. The level of creativity, critical thinking and problem solving can be hit out of the park when a teacher takes advantage of using the Design Thinking model in their classroom. [This presentation](#) provides great background, resources, and examples on how you can implement this with your students right away.

Blended and Personalized Learning Practices at the Middle School Level: One Size No Longer Fits All

This session focused on presenting findings regarding a research study on blended and personalized learning. Slide 15 in [this presentation](#) provides a tool to give yourself a visual regarding where you are in terms of your instructional practice when it comes to personalized learning. It refers to the seven areas mentioned in the slides previous to that one.

Introduction to Bootstrap: Algebra

Bootstrap is a curriculum that is completely free of charge and is totally web based. The lesson plans aim to teach math concepts through the creation and programming of a video game. The product is recommended for grades 7-10 but can easily be used for enrichment at the lower grades and remediation at the higher grades. The lessons can be completed in sequence or some can be used as one offs to demonstrate specific concepts. The website with all related links and resources can be found [here](#).

Future Ready Learning: Moving from Portfolio? to PortfoliOOOHHH! 🙌

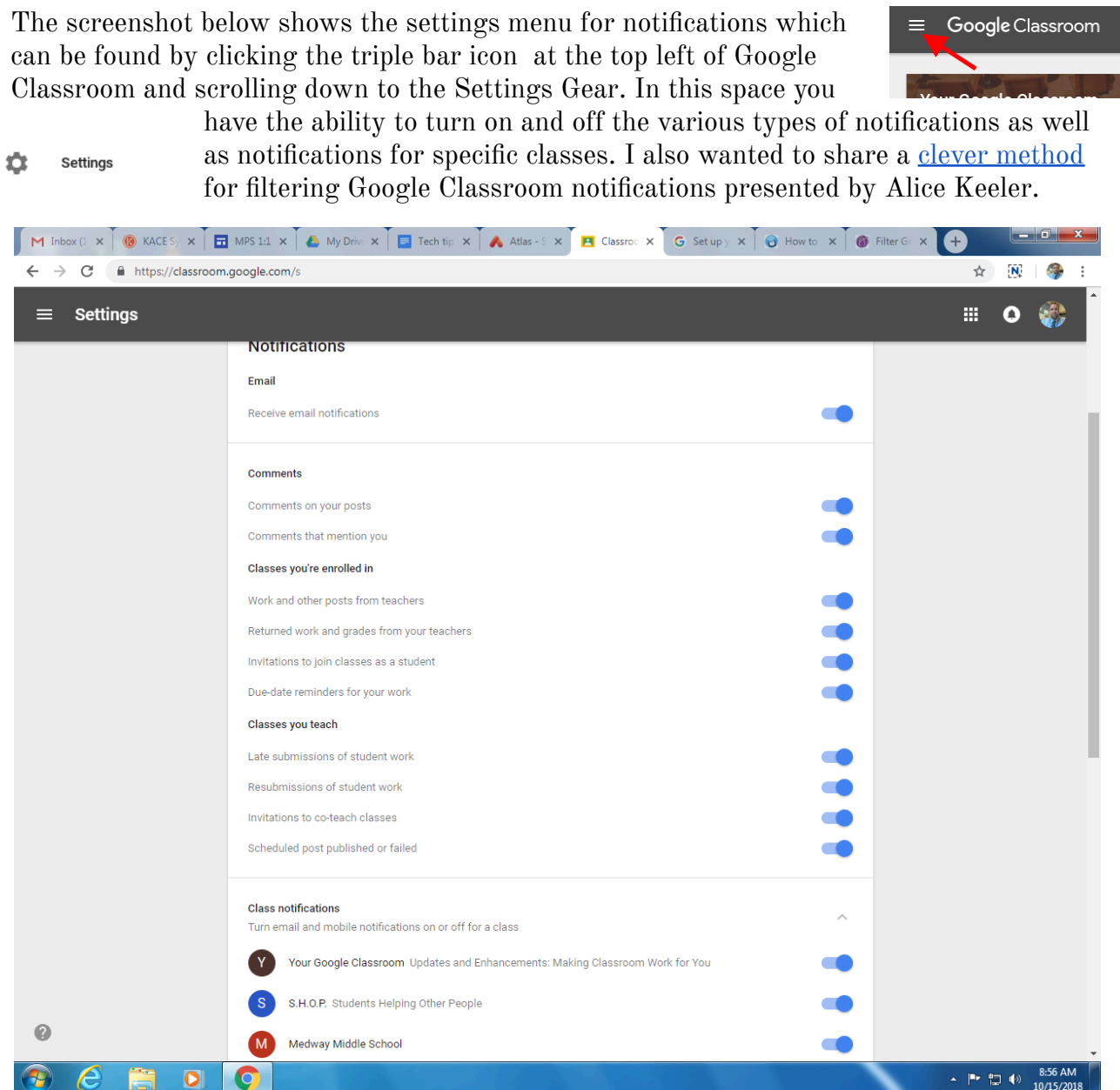
I was very interested in seeing some examples and procedures for helping students create portfolios to showcase their learning. I believe that this could be a great vehicle for students, parents, and teachers. Unfortunately this session seemed to be more of a push to

use the product “[Bulb](#)” than for the importance of portfolios themselves. Yes, bulb looks nice and is free for a limited time, but I would use the concept and apply it to Google Sites.

#192 10/16/18 (Google Classroom Notifications)

I have heard from both teachers and students that sometimes, the amount of email notifications coming from Google Classroom can be overwhelming. For this week’s tip I wanted to make sure that you are aware of the options you have for turning the various notifications on and off and also for filtering out all Classroom emails from your primary inbox.

The screenshot below shows the settings menu for notifications which can be found by clicking the triple bar icon at the top left of Google Classroom and scrolling down to the Settings Gear. In this space you have the ability to turn on and off the various types of notifications as well as notifications for specific classes. I also wanted to share a [clever method](#) for filtering Google Classroom notifications presented by Alice Keeler.



#191 10/2/18 (Saving to Drive and to the Server)

For this week's tip I wanted to present more of a reminder. While working with different teachers around the district I noticed that there are sometimes many items saved on the desktop of teacher computers. Having items saved there only is not a safe practice and can be easily lost if the computer fails.

There are two locations that should be used to save and organize your work. These locations are on the server with your "H: drive" and on your Google Drive. The benefits of having your documents on Google Drive far outweigh those of the "H: drive:" and I believe the best space for all your materials. For example, you can access all of your items from anywhere you are able to connect to the Internet. Even if you have non Google documents you are able to save them to your Google Drive. In addition, if you were to save items to the server on your "H: drive" you can only access those materials when you are in the district.

It is very easy to move your documents from your desktop or "H: Drive" to your Google Drive. You can simply drag and drop files or folders directly to your Drive to make copies of anything you would like. Google Drive also has file and folder upload buttons that can also be used. [Here](#) is a quick video that shows a couple methods.

It is highly recommended that you take the time to begin migrating any materials that live on your desktop to one of the two locations mentioned above.

#190 9/25/18 (Google Classroom Organization)

HOW TO ORGANIZE GOOGLE CLASSROOM ASSIGNMENTS



Shake Up Learning

Google Classroom underwent its biggest renovation at the end of this summer with its creation of a "Classwork" page in addition to other smaller updates. I wanted to share with you [a blog post](#) by Kasey Bell from Shake Up Learning where she speaks to how teachers use this new Classwork page to organize their classroom and assignments. The five methods described are not the only way that this page could be used. As an educator, you are the best resource to determine how to use this resource with your students.

Also, if you like to listen to podcasts, Kasey and Matt Miller from *Ditch That Textbook* have a great show called the [Google Teacher Tribe Podcast](#). The particular episode that I linked here is in regards to the New Google Classroom and all its great updates.

#189 9/11/18 (Google Sidebar)

You may have noticed a small sidebar popped up on the right side of some of you most used Google tools. This handy little bar provides you access to your Calendar, Google Keep, and Tasks at the same time you are using the original tool(Doc, Sheet, Slide, etc.).

This capability allows users to quickly perform some common tasks without leaving and interrupting what they're currently working on. Actions like dragging a Gmail message directly into Taks or Keep to create a reminder or dragging an article or image from Keep into a Google Doc can happen quickly and easily. There are many instances where this integration will assist in helping users to be more productive and complete simple tasks.

[Here](#) is Google's support page that describes this integration in more detail. If you are looking for a video to see the use of this integration in action you can check out the following link: [Working with the new Calendar, Keep, and Tasks Pane in the New Gmail](#). This video is specific to using the sidebar with Gmail, but you can perform many of the same tasks when you have Docs, Sheets, or Slides open instead of Gmail.

#188 9/5/18 (Flipgrid)



In case you haven't heard the big news, [Flipgrid](#) is now free for everyone. Yes, you heard it right. All premium features free for us all.

With so much access to mobile devices that have built in cameras and microphones, students should be able to harness that ability to demonstrate their learning for teachers and each other. There has been quite a buzz around [Flipgrid](#) since its launch but after the

announcement of the free platform it has caught fire. Flipgrid allows students to create a short video response to a teacher assigned question or prompt. All student responses are then shown on a grid style message board.

Students are allotted 90 seconds to formulate their response via video post. Teachers may use it as a discussion board, book or movie review platform, debate space, or formative assessment. Music teachers may ask students to play something and post to the board, Art teachers may ask to show a piece of art and describe it. Think of all the opportunities it provides for World Language teachers. The possibilities for its use in all subject areas are endless.

Flipgrid allows for the creation of grids which contain topics. The grids could possibly be each of your classes, and the topics would be considered questions or prompts. There are different ways you can structure this based upon your preference and course setup. As always, the ability to “Log in with Google” is something that we enjoy for ease of access. Students do not have an account to use Flipgrid. Teachers can either click a button to share a topic directly to a Google Classroom or can provide students with a direct link that can be emailed to students or even written on the board. The bonus of using this app is how easy it is on both the student and teacher end.

For all things Flipgrid, [this fantastic e-book](#) provides all the information you would need to get started. I believe that this can be a game changer in many classrooms, especially in ones that have 1:1 access to chromebooks or iPads. I would be more than happy to assist you with your first activity using Flipgrid.

#187 6/12/18 (Tech Tip Tuesday Suggestion)

During my visits to classrooms and the conversations I have with teachers I get to see so many innovative and engaging activities happening. I also hear requests from time to time about presenting a specific technology tip to all teachers. With this in mind I would like to give everyone the opportunity to propose a tip or ask me to develop one that is of interest to them and others. Using [this form](#) you will be able to submit your request as well as any supporting materials if you have them. I will continue to include the link to this form as part of Tech Tip Tuesday each week.

#186 6/5/18 (WeVideo)



Before Google Classroom, the ability to distribute and grade assignments via Google Docs and Drive could be time consuming. That was, until a teacher took advantage of [Doctopus](#) and [Goobric](#). These were two Add Ons that essentially accomplished what Google Classroom

accomplishes at this time, except for the Rubric piece.

Doctopus and Goobric have been updated to “ingest” Google Classroom assignments now. This allows for teachers to view student work from one dashboard where you can see the student document as well as an associated rubric that can be filled out on one screen. As a bonus, teachers can even leave voice comments for students. Using this process will streamline your workflow with students, especially with their writing assignments. Having all the written work and connected rubrics in one location as well as having this tool automatically email students their graded rubrics are just a few of the ways this process benefits both teachers and students.

The screenshot displays the Doctopus/Goobric interface. At the top, there's a navigation bar with tabs: Driving Question, Screencast, Pizzazz, Organization, and Participation. Below this is a table with three columns: Exceeds Expectations: 10, On Target: 5-9, and Almost There: 0-4. The 'Exceeds Expectations' column contains the text 'Answered all parts of the driving question in great detail.' The 'On Target' column contains 'Answered all parts of the driving question.' The 'Almost There' column contains 'Did not answer all parts of the driving question.' To the right of this table is a 'Comments' section with a text area and buttons for '<< Prev', 'Submit', and 'Next >>'. Below the comments section is a checkbox labeled 'Also email scores to jg12345678' and a 'Full Edit' link. The main part of the interface is a document titled 'McTest Accountington - Copy of Dream Job Project Log'. It has a menu bar (File, Edit, View, Insert, Format, Tools, Table, Add-ons, Help) and a toolbar. The document content is a table with four columns and three rows. The first column is empty. The second column is titled 'Visual/ Final Product - creatively present the dream job'. The third column is titled 'Organization- Followed planning log? Have materials organized?'. The fourth column is titled 'Participation - followed group contract/ even amount of work'. The first row of data contains: 'Visual/ final product was exceptionally creative, well-planned and entertaining.', 'Organized and prepared in a professional manner.', and 'Followed the group contract expectations and evenly contributed.'. The second row contains: 'Visual/ final product was creative and planned out.', 'Organized and prepared.', and 'Followed the group contract expectations most of the time and evenly contributed.'. The third row contains: 'Visual/ final product was lacking creativity and/or planning.', 'Not organized and/or prepared.', and 'Did not evenly contribute.'. To the right of the document is a 'RUBRIC' section with a red arrow pointing to it. Below the rubric is a 'Student Work' section with a red arrow pointing to it.

[This video](#), from Jessica Garbowski, highlights the updated workflow for Doctopus and Goobric and explains how to do this all yourself. At the 4:44 mark you can begin to see what the end result looks like for a teacher.

#185 5/29/18 (Edulastic)

With computer based MCAS testing becoming a common place for many grades and subject areas there is more of a demand for practice on question types that students may see on the actual test. Utilizing the practice test for this is great, but there is no feedback provided to teachers on the actual content that is being practiced. This is where a site like [Edulastic](#) steps in.

Edulastic offers online assignments that take advantage of technology enhanced items of the likes that are seen on the computer based MCAS tests. These questions types include drag and drop, passages, multi-part, graphing, drawing, equation editors and more. Teachers and students can create free accounts by signing in with Google. Once signed in, teachers can search existing libraries of questions and complete tests and quizzes that can then be shared through Classroom or with a link.

Using the [Edulastic Training Hub](#) will connect you to all the tutorials and walkthroughs that will get you started using the online assessments in your classroom. In addition to the training hub, edulastic offers [this playlist of videos](#) which covers everything from creating an account to using reports.

#184 5/22/18 (Annotate.net)

I think that I have found a new favorite tool. It's called [Annotate.net](#). While this tool is capable of many tasks, the feature we will focus on today is the users' ability to turn their chromebook or tablet into an interactive whiteboard. Teachers and students can use a variety of tools like a pen, highlighter, shape, ruler, protractor and more.

In addition to creating your whiteboard slides that can be downloaded or shared via Classroom, a user can create videos showing the interaction with the slides and the content being presented. These videos can become the basis of your "flipped" classroom where students can control the pace in which they digest your content. The ease at which both teachers and students can create the slides and turn them into videos is why I love this tool better than other interactive whiteboard style tools.

To see the basics of this tool in action, check out [this video](#). Keep in mind what you see in the video is only a portion of the capabilities of this product.

#183 5/15/18 (George Couros - The Principal of Change)

I haven't quite finished the tip I was planning on sending out today so I thought I would share a blog that I read regularly.

I try to carve out a few minutes of every day to read at least one or two blog entries. One of my favorites is one that some of you may be familiar with. George Couros and his blog [The Principal of Change](#), always grabs my attention and I would highly recommend subscribing. I was lucky enough to present at a conference recently where he was the keynote speaker. We met, spoke for a little bit, and I was able to get a signed copy of his book, *The Innovators Mindset* (which is also great). His most recent entry talks about "access" and I thought it fit well with our recent discussions regarding how many of our classrooms are increasing students' access to technology. As you read this blog entry you will understand that "access" has to mean more than just access to technology. I hope that you enjoy his most recent blog post and search around his archives for other titles that peak your interest.

#182 5/8/18 (New Gmail)

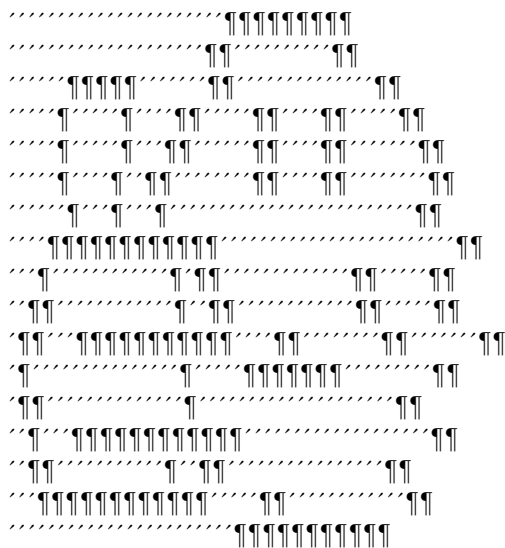
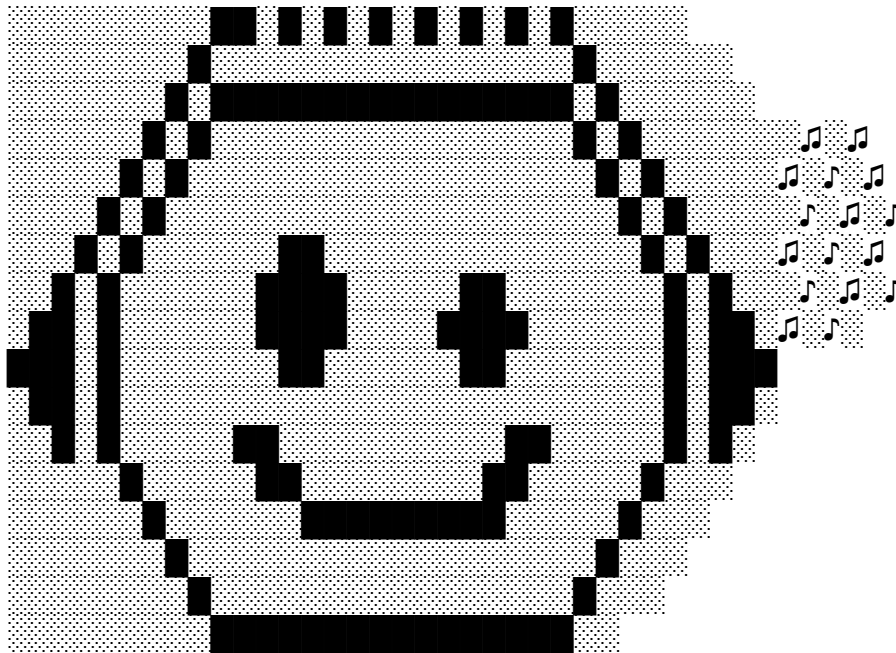
There has been some recent updates to Gmail that allows for more efficiency and productivity. Google posted a [blog entry](#) recently that provides a quick rundown of all the new features and looks. These updates include, automatic reminders, attachment visuals, smart reply (like you may have seen on your phone), ability to snooze emails, and confidentiality mode. Please take a few minutes to check out the blog entry and if you decide that this is something you want to try out, it is very simple to opt in. You can go to the gear icon(settings), and choose to "try the new gmail". If you decide that it is not for you, it is possible to go to the gear again and choose to "go back to classic...".

#181 5/1/18 (Teachpoint Google Uploads)

With Educator Evaluations due I have fielded some recent questions about inserting Google Drive files into Teachpoint. Also, doing the uploads properly will allow your



As we ease our way back into school and the

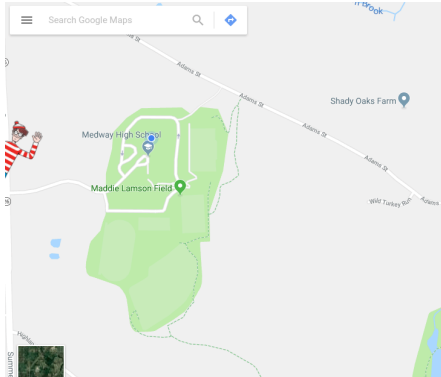


#179 4/10/18 (GSuite PDF Commenting)

The functionality of GSuite applications continues to find more ways of allowing the end users to become more productive. Recently, an update applied allows you to add comments to Office files, PDFs, and images, without having to do any conversion, and happens directly within Google Drive. This added capability also means that if you are collaborating on a document with someone that does not use GSuite there can still be a seamless collaborative flow to the work process. [This very short video](#) describes this update clearly.

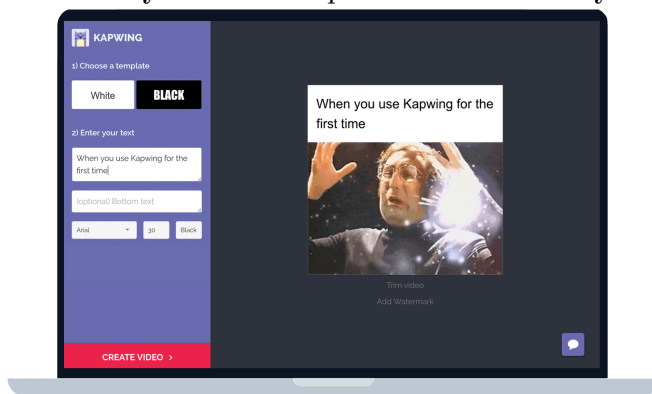
#178 4/3/18 (Where's Waldo - Google Maps)

Have you opened up Google Maps since Sunday morning? Notice anything? Google is always up to something come April Fool's day and this year is no exception. For the next week, users have the ability to play [Where's Waldo?](#) inside of [Google Maps](#). Peeking out from the side of the map you will find Waldo waving at you. Just go ahead and click on him to play a digital version of the book we all loved (or loved to hate). Hope you have a little fun with this quick tip.



#177 3/27/18 (Kapwing)

I frequently get asked about video editors available for use on a chromebook. What I have recommended in the past, and still do, is WeVideo. It is a very simple editor with many options to choose from. I recently found another simple editor to use that is also quick and easy. This editor is called [Kapwing](#). If you are looking to do shorter tasks, this is the tool for you. The available tools include a Meme Maker, Subtitles, Montage, Collage, Filter, Resizer, Stop Motion, and Trimming. There is also a claim of more to come. You can create and edit videos, images, and GIFs all in one location and then immediately download your finished product to share anywhere.



#176 3/20/18 (Quick Create for Google Drive)

Chrome extensions and add ons are some of my favorite and most useful tools when using a chromebook or a chrome browser. While I could go on and on about the ones I like best, (you can find many in my [master tech tip list](#)), I want to highlight here a simple one that

you and your students could probably use every day. It is called [Quick Create for Google Drive](#). This extension simply creates an icon that when clicked allows users to create a Google Doc, spreadsheet, form, presentation or drawing without actually opening your Google Drive. Keep in mind that this will put the document, sheet, etc. in your main Google Drive. Be sure to organize it into the proper folder for easy retrieval later. Also, if you want to take it to the next level you can go into the options menu for the extension and dictate specific templates to be opened when you click the Quick Create extension icon.

#175 3/6/18 (Hemingway Editor)

Students practice their writing while learning in all subject areas. The opportunities to improve upon their writing are many. Receiving feedback is an essential part of the editing process, and will make writing clearer.

There is a web application called [Hemingway Editor](#) that can provide students some instant feedback regarding items in their writing including their voice, formatting, and grammar.

Student can compose their writing in Google Docs and copy their text into the app or write directly in the app. The app will highlight areas of student writing in different colors representing suggested changes to be made. Keep in mind I said *suggested*. A writer should always keep in mind what it is they are personally trying to accomplish in their writing.

This app is another tool that students and teachers can take advantage of as a means to improve their writing skills. [This video](#) reviews the app and provides a visual reference for all of its features. The Hemingway Editor [help section](#) also provides some useful information.

#174 2/27/18 (Anchor)

Welcome back everyone! I hope that you all were able to enjoy your time off this past week. When I started researching this week's tip I came across [Anchor](#). I was very surprised I haven't posted a tip regarding podcasting in the four and half years I have been sharing Tech Tip Tuesday.

The use of Anchor is so simple for creating and sharing podcasts is just one of the reasons I love it. The app can be downloaded on your Android or iOS device as well as used within the browser on a chromebook or any other laptop. With just a few button clicks your first podcast can be created, even with background or transition music. Once your episode is finished it is just as easy to share to any major podcasting network like Spotify, Google Play, iTunes, or Stitcher.

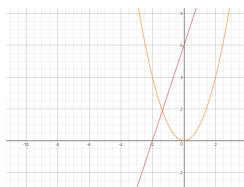
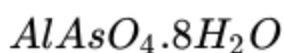
The [support site](#) has all the information you would need to get started using Anchor. This [new video](#) is a review and walkthrough of Anchor.

#173 2/13/18 (EquatIO)

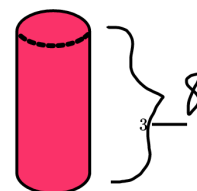
Back in May of last year I highlighted an extension called [EquatIO](#). There have been a few big developments between then and now. First, the product is now entirely free for teachers. All premium features which were only available during a trial period earlier are free forever. Second, compatibility with Sheets, Slides, Forms, and Drawings has been added.

This [chrome extension](#) allows teachers to effortlessly write equations into Google Docs, Forms, Sheets, Slides and Drawings. Students can also use the free version of EquatIO to insert equations into Docs. Users can choose to type, hand write, or speak equations and formulas to be input into the document. EquatIO also recognizes patterns and tries to predict what you are attempting to write or speak for a formula or equation. In addition to formulas and equations, there is also the ability to insert graphs by using the integration EquatIO has with Desmos. Below is a quick example of a chemistry formula, graph, and equation placed in this document with EquatIO. [Here](#) is a short video highlighting the installation and use of EquatIO.

In addition to the tools mentioned above there is also access to [EquatIO mathspace](#). This is a tool that allows teachers and students to create mathematical drawings, equations, expressions etc. to be solved or to demonstrate learning. There are many drawing functions as well as existing shapes and figures to include. These drawings can also be saved as an image file and included in any other product that allows for the inclusion of images. You can see an example of this underneath the equations below.



$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



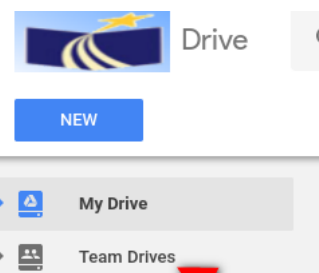
#172

This week's tip highlights a fun little tool called [Autodraw](#). Not only can you use this tool to create sketches of your own, you can use the artificial intelligence of the program to guess what you are drawing and select an already created sketch based upon your own. Your doodles can quickly become polished pieces of art, and once finished, your images can be saved and used in a variety of other products such as Docs and Slides. [This short video](#) tells you everything you need to know to get started using Autodraw today.

2/7/18 (AutoDraw)

#171 1/30/18 (Team Drives Disclaimer)

Recently you may have seen "Team Drives" show up underneath "My Drive" in your Google Drive. At this time



there is no need to use this particular Drive for any of your documents or resources. There are currently conversations taking place that are focusing on the best way to utilize this feature of Google Drive. If you would like more information regarding what Team Drives are you can find it [here](#). In a nutshell, Team Drives allow folders and documents, etc. to be created that are not owned by a single individual but are owned by a Team of people. There are certain benefits of this simplified feature which are part of the discussion happening now. Until our best determination is made as to how to use these Drives please continue to use your Google Drive as you have been doing. If you have any further questions please feel free to reach out to me or Paula.

#170 1/23/18 (NewseumEd)

[NewseumED](#) is an online resource for grades K-12 that provides students a large amount of documents, videos and other artifacts with a focus on making historical connections, developing media literacy, and understanding civics and citizenship. Newseum itself is located in Washington, D.C. and not only serves to provide the greatest access to the history news, but seeks to provide historical context to modern events. It is BY FAR one of the best museums in the U.S. and is the pioneer in understanding media literacy before the term #fakenews even existed! Thanks to Aubrie Rojee, Humanities EdLeader at the High School, for providing a little background on this museum. In her own words, she says, "I love this place." So feel free to reach out to her with any other questions you may have on the actual museum. [This short video](#) provides a glimpse into the online tool as well as insights from experienced users.

Along with the vast collection of resources, users can access unit plans, lesson plans, activities, questions, case studies, artifacts, timelines, maps, and even quizzes. All resources are aligned to standards including, CCSS, NCSS, and ISTE.

In order to access the collections of resources, lesson plans, and activities you must sign up for a free account. Once signed up, a registered user can then share activities with others, including students by generating a shareable link that doesn't require a login. [This is an example](#) of an activity shared to you by generating the link described.

#169 1/16/19 (Book Creator)

The use of Ebooks are growing rapidly in popularity today: it may be on a kindle, chromebook, iPad or any other mobile device. Now, students have the tools to create professional looking ebooks themselves. An exceptional tool to create, publish and share online books is called [Book Creator](#). You can use it on [Chrome](#) or find it on the [App Store](#).

Book Creator is extremely easy to use. The user can begin with a blank page or choose any one of the variety of templates that are available. Once a new book is created, different media can be incorporated like pictures, video, voice recordings, basic text, and even annotations. The use of thought and speech bubbles and different shapes and stickers

also contributes to making any story more engaging and interesting. Adding these kinds of elements can make the book look and feel more like a comic book.

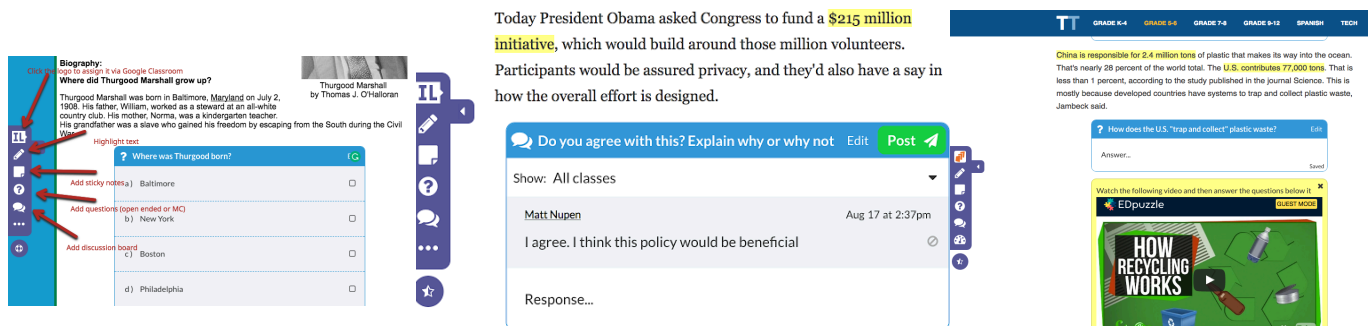
Both teachers and students can take advantage of the free version for Chrome or the iPad.

Once a book has been completed it can then be downloaded as an ebook, printed, or shared. [This great video](#) shows all aspects of the program in use.

#168 1/9/18 (Insert Learning)

I recently came across a tool that allows a user to take [any page on the web](#) and turn it into an interactive lesson by inserting highlights, comments, sticky notes, questions, video, etc. directly onto the page. That's right ... turn any page... a doc, a site, a math problem... into an interactive annotable lesson. In addition to web pages, users have the ability to turn Google Docs into engaging activities. [This is an example](#) of just that. [InsertLearning](#), formerly DocentEDU, is the name of this tool.

Another benefit offered to teachers using InsertLearning is how you can be rewarded with free months subscriptions for joining and sharing with your colleagues who in turn join. To begin using InsertLearning, add the Chrome extension that can be found on the website linked above.



The first screenshot shows a biography of Thurgood Marshall with interactive elements like sticky notes and questions. The second screenshot shows a discussion interface for a news article about President Obama's initiative. The third screenshot shows a video player with a quiz overlay.

Once a lesson is created or found in the existing library it can then be easily shared to Google Classroom with a click of a button. [This quick video](#) shows InsertLearning in action.

#167 1/2/18 (Innovation and Meaningful Change)

Happy New Year everyone! I hope that the break provided you all with a little relaxation and time to recharge for our return to the classroom. This week I wanted to provide you with a couple quick posts from George Couros, an author and leader in the field of education, regarding [innovation](#) and [meaningful change](#). These are both quick reads that may challenge the way we think and engage in our practice. After reading both posts, we would love to hear your insights. Please go to [this padlet](#) and share a quick thought.

#166 12/20/17 (Dynamic Learning vs. Static Learning)

Today, teachers need to consider ways in which we can best engage our students and help them develop the 21st century skills that are necessary to be successful in college or their career. This can be done through the development of learning experiences focusing on the [4 C's](#), creating student centered projects, or maybe even applying "[Design Thinking](#)" across the curriculum. Each of these methods provides students an opportunity to grow that extends beyond your classroom.

A [great post by Kasey Bell at ShakeUp Learning](#) describes this concept in a concise way - by comparing *Dynamic Learning* to *Static Learning*. The examples offered for instruction and learning provide a clear picture as to where we want to take the learning of our students. There are ways we can make our teaching and student learning more dynamic. Setting up a virtual field trip to the Alcoa Power and Propulsion Manufacturing Plant for a physics class to see first hand the development of jet turbine engines or virtually visiting the Library of Congress when discussing the Constitution are just two examples. Paula and I or any of the coaches would love to partner with you to identify opportunities to plan and develop more learning experiences like the ones mentioned in this post. Please feel free to reach out!

#165 12/12/17 (Student Choice Menu)

Allowing student choice in demonstrating their learning isn't something new in regards to pedagogy. But, as teachers we may struggle with allowing them too many options while still maintaining the focus of having students think critically about course content. Allowing students to be creative in their demonstration of the learning gives them far greater ownership and increases engagement. Along with encouraging students to be creators, we should strive to offer students some level of choice in order to allow for expression in ways that can benefit each and every student and their individual style.

One way to differentiate this learning and offer options for students is through the use of *Interactive Learning Menus*. [This blog post](#) by Kasey Bell at Shake Up Learning provides some explanation and great examples that you can use right away. I especially like the Tic-Tac-Toe and Bingo choice menus. I hope that this strategy can find its way into one of your upcoming units. As always, let Paula or me know if you need any assistance in developing something like this or any other technology integration need.

#164 12/5/17 (New Google Calendar)

Some of you may have recently noticed a little blue button near the top right of your Google Calendar that says "Use New Calendar". I would highly recommend switching to this updated version of Calendar. There are many of the same features included with this upgrade, but it has a much cleaner look and feel. To see a rundown of the new look and

features you can read the support article [here](#), or watch a quick video from Jamie Keet at Teacher's Tech [here](#). Jamie always provides very easy to follow, detailed videos.

#163 11/28/17 (Student Created Hyperdocs)

The tip this week is student focused, but can easily be applied to a variety of situations. While participating in a few different classes across multiple grade levels I have consistently seen the need for students to jump around from Classroom to Drive to email to access various materials. Much of this jumping around can be remedied by effectively creating Assignments and Announcements in Google Classroom with all the necessary documents and resources. But, sometimes things happen and it is not possible to get everything in a nice little package. This is where a [student created hyperdoc](#) comes in.

Many of you by now have probably heard of hyperdocs. I believe that students can use the power of hyperdocs to make their notes, classwork, study habits, etc. more efficient and more organized. [This link](#) will provide you with a collection of articles on the subject.

In the link above, the student created hyperdoc, allows the student to create links to all relevant material for a particular unit or topic. This will be extremely useful when it comes to studying for a test and/or retrieving any related information. Some of the different resources that can be link include: Quizlets, notes, presentations, worksheets, images, videos, tables, websites, projects, etc. What a user needs to remember is that anything found on the web or in Google Drive has a url. It is this url that needs to be copied in order to create the hyperlink. To create a hyperlink:

Select the text you want to make a hyperlink.

1. Click the Insert link button, or right-click the selected text and click Link, or press ctrl+k.
2. The Edit Link dialog box will appear. ...
3. Type the address or paste the address you copied that you want to link to in the Link field. ...
4. Click Apply. ...
5. Click the link to view the URL.

#162 11/21/17 (Tech Savvy Shopping)

With Thanksgiving, so comes *Black Friday*. The deals some stores offer up on this wild shopping day can be amazing. Keeping on top of these deals via store flyers and websites is essential for being successful in purchasing some of the more popular items the retailers are selling. In addition to *Black Friday*, there is also *Cyber Monday* to navigate. Whether you are planning on shopping online or showing up in person, [this article](#) from the New York Times offers up some serious tips as well as some great apps, extensions and sites to assist in getting you the best price for an item. Be sure to check out the section on being Tech Savvy!

#161 11/14/17 (The Great Thanksgiving Listen)

With Veteran's Day recently behind us and some additional holidays in the near future, this week's tip is most fitting. It is called *The Great Thanksgiving Listen*. This is a project that asks users to capture and submit stories gathered from our elders and other loved ones. Using Adobe Spark tools in addition to the StoryCorps app makes this project both fun and easy. Keep in mind that the use of Adobe Spark Tools can be utilized in all subject areas and serve many purposes.

In order to read the full announcement of *The Great Thanksgiving Listen* project and additional instructions, click [here](#).

#160 11/7/17 (Flipgrid)

With so much access to mobile devices that have built in cameras and microphones, students should be able to harness that ability to demonstrate their learning for teachers. There has been much buzz lately around an app called [Flipgrid](#). Flipgrid allows students to create a short video response to a teacher assigned question or prompt. All student responses are then shown on a grid style message board.

Students are allotted 90 seconds to formulate their response via video post. Teachers may use it as a discussion board, book or movie review platform, debate space, or formative assessment. Music teachers may ask students to play something and post to the board, Art teachers may ask to show a piece of art and describe it. Think of all the opportunities it provides for World Language teachers. The possibilities for its use in all subject areas are endless.

The free version of Flipgrid allows for only one grid, but that grid can contain unlimited questions and responses. At this time, there is no ability to "Log in with Google," as you have to create an account with your medwayschools.org email. Students do not have an account to use Flipgrid. Teachers can either click a button to share a topic directly to a Google Classroom or can provide students with a direct link that can be emailed to students or even written on the board. The bonus of using this app is how easy it is on both the student and teacher end.

[Here](#) is a shorter how to video that will get you up and running in no time. [This video](#) from Jamie Keet at Teachers Tech goes a little deeper into Flipgrid.

#159 10/31/17 (ifaketextmessage.com)

Ever wondered what a text exchange would look like between Jefferson and Adams? What about between Little Miss Muffet and the Spider? Having students create a fictional or semi-fictional text exchange could present a fun way for students to get in the minds of different characters.



A simple tool for doing something like this is <https://ifaketextmessage.com>. On that site, there is also a brief tutorial which can be found [here](#). In addition to creating the actual messages, little details like battery level, network, signal strength, etc. can be changed.

When the conversation is finished, an image can be created, downloaded and shared with teachers directly or through Google Classroom. This can be a fun little tool that has many opportunities for use in your classes.

#158 10/24/17 (Badge Site Competition Announcement)

Badge Site Friendly Competition!

Bring on the Badges

Good Morning, Everyone!

Last year we piloted a new professional learning tool, The Medway Public School's Badges Site.

We built this site to celebrate the small incremental steps that you take to stay current with your professional growth and instructional practices. How often do you try something new only to wish someone had seen it?!

Stepping out of your comfort zone should be celebrated!

At the end of the year, we engaged in a friendly competition as a way to celebrate and recognize individuals and schools who were using this platform to enhance their own professional practice.

We are excited to announce another badge competition that will take place between

October 24th - November 17th.

The winners will partake in a reward lunch on *Tuesday, November 21st.*

But this time you have been placed on teams!

The team with the highest average wins!

Check out the [Team Lists](#)

- In order to receive a badge, you must try a new tool/strategy, implement it into a lesson, contribute to the discussion board, and fill out the badge submission form.

When you earn a badge you will receive both a printed badge as well as an electronic one!

- If you would like Ryan or Paula to offer a friendly reminder as to how this works at your next PLC or grade level, please contact them.
- We will be placing a flyer in your mailboxes with the announcement and a cheat sheet of how to earn a badge.
- If you don't see a badge listed that fits your strategy, please feel free to suggest it!

*****NEW THIS YEAR*****

Personalized Learning Network (PLN) Badges PAGE

JOIN THE CONVERSATION


We have created a page to celebrate your personal learning network! These badges will celebrate the way you stay current and connected. Share with your colleagues who you follow on Twitter, Google +, Blogs etc. In order to receive *these badges* you will need to experience an educational topic / tool, reflect on the tool, practice or topic discussed and share who you follow and why with other Medway Educators through our database.



If you would like to learn more about how to earn your badge go to this site -

<https://goo.gl/xgfxZn>

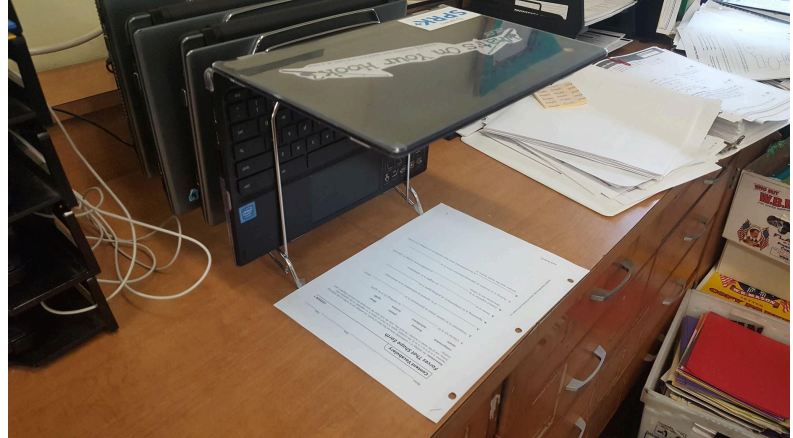
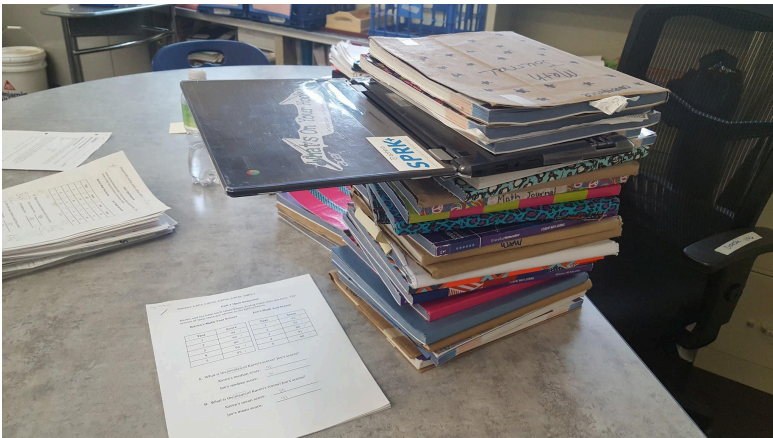
or reach out to your friendly technology integration specialist!

#157 10/17/17 (Chromebook as a Document Camera)

1. Make sure you have installed and setup [Google Cast for Education](#) ON YOUR DESKTOP.
 - a. Go to the [Chrome Web Store](#).
 - b. Click **Add to Chrome**.
 - c. Click **Add extension**.
 - d. To open the extension, click the Google Cast for Education  icon that appears to the right of your omnibar.
 - e. Under **Receiver name**, enter a name to identify your room, such as **Camire Class**. Click **Save**.
 - f. You don't need to Share with anyone else at this time, unless you want to.
2. Second step would be to make sure you have added the [Webcam Toy app](#) ON YOUR CHROMEBOOK.
3. Cast your chromebook screen. ON YOUR CHROMEBOOK

- a. In your Chrome toolbar, click Menu  or More  at the top right and click **Cast..**
 - b. Click the drop down menu next to “Cast to” and choose “Cast Desktop”
 - c. Click the name of your cast extension, such as **Camire Class.**
 - d. Click Share
-

4. ON YOUR CHROMEBOOK, make sure you have the [Webcam Toy app](#) installed.
5. Launch the camera using the Webcam Toy app icon
 - a. Click Use My Camera
 - b. Click the Gear icon and make sure only Full Screen and Mirror are checked
 - c. Click the right arrow 6 times to get to “Upside Down”
6. Place your chromebook in a position that allows for presentation of your document. Two, super high-tech examples are shown below.



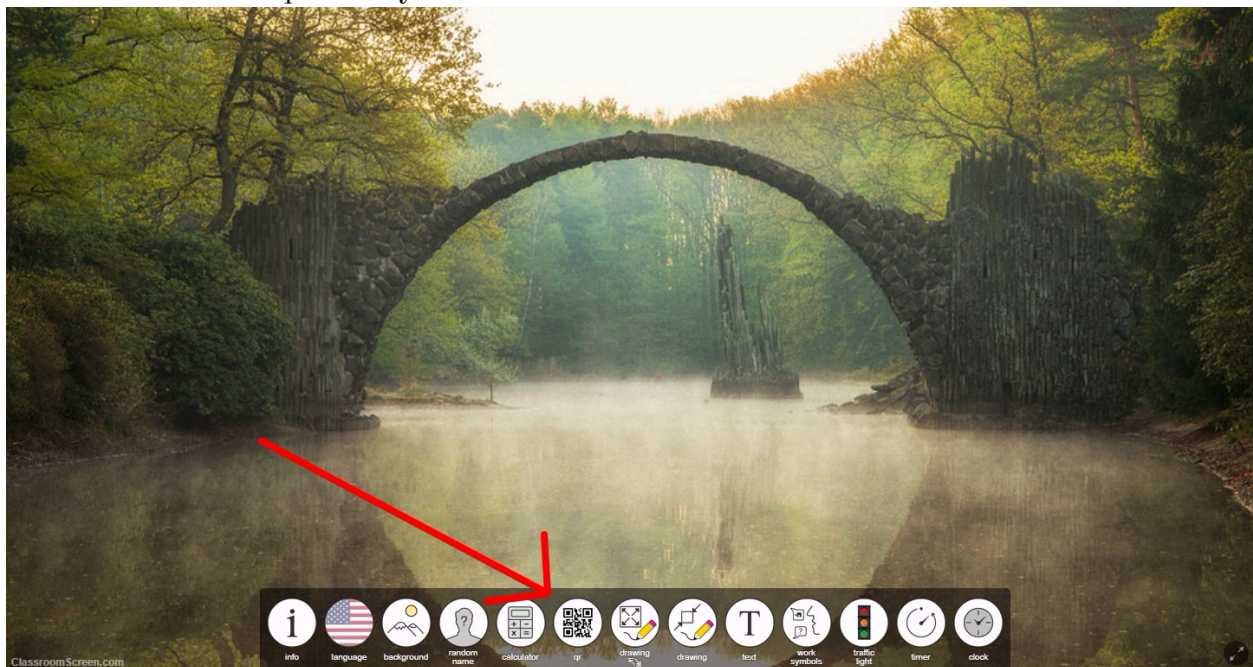
*Feel free to use alternative camera apps if you feel one works better than others. Keep in mind, the app must have a mirroring toggle so that the words on the page do not appear backwards.

#156 10/10/17 (classroomscreen.com)

I was recently working with Jennifer Lindsey, a 5th grade teacher, and she introduced me to a great resource that I felt would be valuable to all teachers in the district. It is a website called <http://www.classroomscreen.com/>. This site provides teachers with an easy to use toolbar to assist with various classroom tasks and functions. You can view the following video to see it in action. Also, the following describes what classroomscreen.com toolbar items can do. Many thanks to Jen for sharing this tool with me. I believe many people will find it valuable.

1. **Info:** provides tips and tricks as well as other user information
2. **Language:** allows users to choose the language displayed
3. **Background:** users can choose a background from the library or upload their own

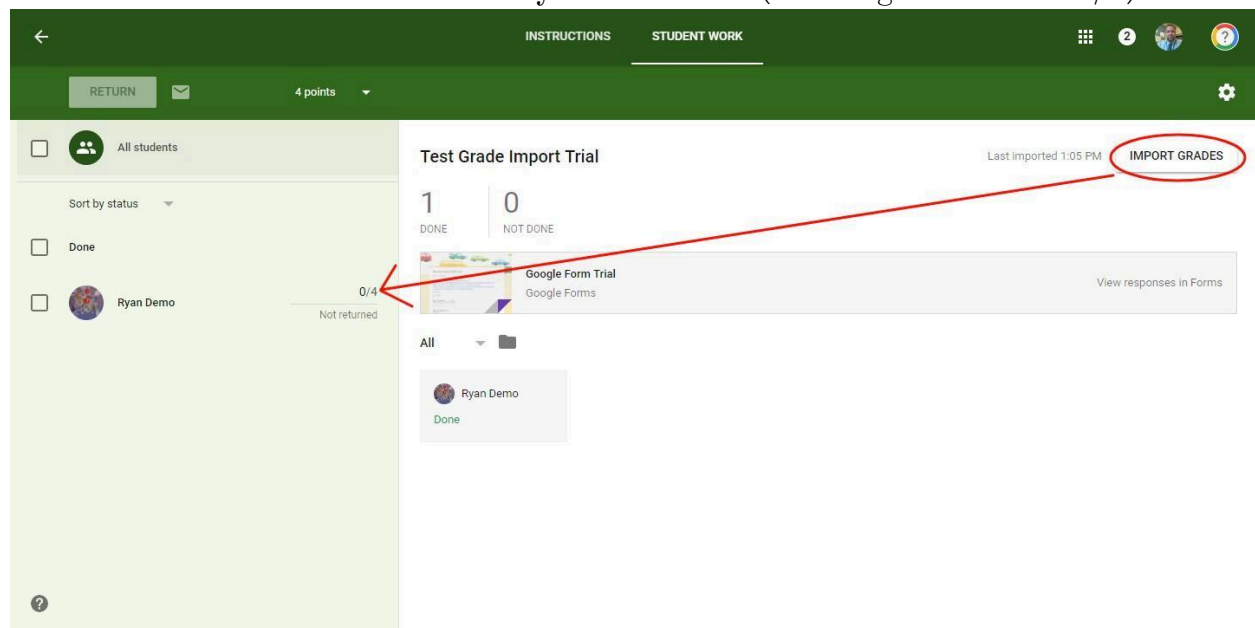
4. **Random Name:** lists of student names can be entered to have the tool randomly pick a name
5. **Calculator:** self explanatory
6. **Qr:** type in any website and a qr code will be generated on screen
7. **Drawing 1:** makes the entire screen a web based whiteboard; background options to draw on include: black, white, image, grid, isometric
8. **Drawing 2:** provides a smaller window whiteboard; background options to draw on include: black, white, image, grid, isometric
9. **Text:** opens a small “sticky note” window where text can be entered
10. **Work symbols:** will place a large icon on the screen as a visual reminder of what they should be doing; the options are: silence, whisper, work together, and ask a neighbor
11. **Traffic light:** places a large traffic light on the screen that can be changed to red, yellow or green
12. **Timer:** self explanatory
13. **Clock:** self explanatory



#155 10/3/17 (Google Classroom Form Grade Import Update)

Last week, one of the most requested features for increasing the functionality of Classroom has been added. Now, when assigning a Google Form to Classroom, the ability to have grades from the quiz imported into the Classroom assignment is a reality. With a simple button click to “Import Grades”, all of your students scores will be visible within Classroom. After clicking the button circled below you can see how the grade is

transferred to the students enrolled in your Classroom (not too good with the 0/4).



#154 9/26/17 (Wizer.me)

The ability to create, assign, and review digital worksheets is a function that can save time, energy...and paper. But, in plenty of cases it seems to be much more practical to go the traditional route of using a paper-based option. Whether it involved too much time to create the worksheet, involved too many steps for the students to access and answer questions, or the functionality just didn't meet the needs of the teacher or students, many times it was just easier to stick with paper.

I have come across a tool that looks to eliminate a good deal of those obstacles and drawbacks. The product is called wizer.me. Teachers can create amazing online interactive worksheets with variety of question types and multimedia resources. Some of the types of questions that can be created include: open questions, matching, drawing, multiple choice and fill in the blanks, just to name a few. Some of the most valuable features in my opinion are the ability to create those interactive question types like matching, drawing, and the labeling of images. But, what I like best is with the open question, students can also orally record their answer. Giving students that ability to explain themselves simply by talking can sometimes make all the difference in the world. In addition to the ease with which these questions can be created, the visual presentation of the worksheets is fantastic and just as easy to create.

Once you have created your engaging worksheet, assigning it to students is a simple process as well because it is integrated with Google Classroom. Click the assign link tab and a small button appears allowing you to choose Classroom, and in a couple presses of a button you can choose and assign it to any of your Google Classrooms. Students receive the link to the assignment in their Stream, can proceed directly to the wizer.me worksheet,

sign in with Google and they are off and running. Once students have completed the worksheet, the teacher has the ability to go to their wizer.me dashboard and view all student responses for any particular assignment.

A feature that is always good to see is an active community of educators that utilize the tool. Any user can go to their wizer.me dashboard and click on “Community” to be able to search, view, and use any worksheet already created by teachers around the world. Worksheets can be searched by grade level and topic. Once you find a worksheet that you like, a quick click will copy that worksheet to your own dashboard where you can assign it just the way it is or edit it to suit your needs.

[Here is a video](#) that you can view to see all that wizer.me has to offer.

#153 9/19/17 (GeoSheets)

The use and manipulation of spreadsheet data is a valuable skill to have and can be applied across all content areas. Becoming proficient with this tool takes time. Understanding various shortcuts and advanced functionality will not only allow a user to become more adept at working with the raw data in the spreadsheet, but will also increase a user’s ability to draw conclusions based upon that data.

One tool that I came across last year is called [GeoSheets](#). It is an addon that can be added to spreadsheets from the “Get Addons” menu. This tool allows for geocoding and look-up functions to be used to add location specific data to your existing data set. The data in the spreadsheet can be manually input or come from Google Form responses. Custom maps can then be automatically generated based upon the data in your spreadsheet. This map can include placemarks with different shapes, colors, and sizes, lines of different colors, circles of various radii, etc.

The use of this tool can be applied in elementary to secondary classrooms. In elementary schools, students can complete a form that asks where they went on vacation last summer or where they would like to visit someday. A map can then be created and shared showing the various locations. In middle school, students can create and then answer a form regarding different environments. Questions could include the location name, types of vegetation, types of animals, average temperature, etc. A formula can then be used to create the placemarks with a color based upon the average temperature. The map can be generated and users can look at placemarks of similar colors and determine if there are any similarities or differences in the type of flora or fauna found in those locations.

There are endless possibilities for the use of this tool by both teachers and students. On the GeoSheets website linked above, you can find all the documentation and examples that you would need to get started, just click on the tabs at the top titled, “Use Cases and Documentation.”

#152 9/12/17 (Chrome Bookmarks)

One benefit of using the Chrome browser is the ability to have your bookmarks synced across any device. Wherever and whenever you use chrome you can have direct and quick access to those sites and documents that you bookmarked and use most.

To begin with, you always want to make sure that you are signed into chrome. If you are using a chromebook this is automatic. When using a PC or Mac, after opening Chrome, go to the chrome menu button (3 vertical dots at top right) and choose to sign into chrome. Once signed in, make sure that within the same menu, Show Bookmarks bar is checked off from within the Bookmarks menu.

Once the settings above are taken care of you will be able to easily create, organize and see all of your bookmarks. In order to create a bookmark of any page or document, simply click the star icon at the far right of the [omnibox](#). You will be presented with options to name this particular bookmark, add it to the bookmarks bar or an existing bookmark folder, or create a new bookmark folder to place it into. Remember, even Google docs, sheets, slides, etc. are able to be bookmarked in this fashion. Try this tool out now. [Here is a great document](#) to bookmark.

In addition to placing single bookmarks on the bookmark bar, you can also place folders on that same bar. Right-clicking the bookmark bar presents more options for organizing and opening your bookmarks. Folders and bookmarks on this bar can be moved by simply dragging and dropping.

I hope that this tip becomes a time saver for you moving forward. In addition, I included a link to our Tech Help cheat sheet which describes some various problems/requests and who to contact for support. Also, you will notice at the bottom of these emails each week a badge site update indicating if there have been any additional badges added or other relevant badge information.

As always, I hope that you have enjoyed this week’s tip and feel free to contact myself or Paula with any questions.

[Medway Tech Help Cheat Sheet](#)

[Technology Integration Badge Site Updates:](#)

No new updates

Be on the lookout for information regarding an upcoming badge competition.

#151 9/5/17 (Beginning of the Year Tips and Tricks)

The tip today is more of a hodge podge bunch of helpful beginning of the year tips and tricks. I hope that some of the information shared with you here today is helpful in getting your year off to a good start.

Google Classroom

- Remember to [archive all your old classes](#) and create new ones for this year. Remember that it is possible to [reuse posts](#) from older classes, even archived ones.
- You can now [reorder classes](#) on your Google Classroom dashboard.

Gmail

- Take time to organize your Gmail with [labels and folders](#).
- Archive or delete emails not immediately needed.

Google Drive

- Organize your Drive:
 - Create new folders for this year with same name and just 17/18 added (just an idea).
 - Move or add only documents that are needed for this year into those folders.
 - Color-code folders.
 - Delete older, non-relevant files.

GoGuardian (9th and 10th grade teachers only)

- Create your Google Classroom classes first, then import them into GoGuardian.
- Use the built in [help/training system](#) for all the training you will need in great, short videos.

Makerspace (Middle School Only)

- The official launch will happen very soon.

HS 1:1 Devices

- If a 9th or 10th grade student is in need of a loaner device due to damage or loss, they can go to the SHOP desk for a loaner. Students can only go to the SHOP desk when it is OPEN. Please refer to [this schedule](#).

IT support

- For all IT needs, please place a [support ticket](#).

Technology Integration Support schedule

- Ryan and Paula are in certain buildings on most days. Their schedules can be found below:
 - Ryan @Middle School on Tuesdays, Thursdays, and some Fridays

- Ryan @High School on Mondays, Wednesdays, and some Fridays
- Paula @McGovern on Monday, Wednesdays and some Fridays
- Paula @Memorial on Tuesday, Thursdays, and some Fridays

Computer lab and cart sign out

- The labs and carts are signed out using Google Calendar. Please refer to [this video](#) for instructions.

Some tried and true tech tools

- [Google Keep](#)
- [Socrative](#)
- [Kahoot](#)
- [Padlet](#)
- [Thinglink](#)
- [EdPuzzle](#), [Playposit](#)
- [Today's Meet](#)

#150 6/13/17 (Google Classroom Wrap Up)

The end of the school year brings some quick management responsibilities when it comes to your Google Classrooms. Eric Curts has put together [a post highlighting 6 steps to take when wrapping up your Classrooms](#) for the year. My suggestion is for everyone to follow Tips #1-5. The final tip regarding cleaning up the Shared with me folder is unnecessary as we should not worry about the clutter that occurs here. Curts actually mentions that he doesn't bother with this either. Please let Paula or me know if we can be of any help with this process.

#149 6/6/17 (eMaze)

[eMaze](#) is a free web-based presentation tool that allows users to create, save and share presentations online. *eMaze* is similar to Google Slides, Powerpoint and Prezi, but has a more interesting selection of templates. The Gallery template is designed as a type of art museum, and with every click you view the gallery walls in 3D. *eMaze* began as a simple presentation tool but has expanded to include the ability to create websites, blogs, ecards and photo albums. There are so many options with this one tool. This [video tutorial](#) will provide you the information to get started.

Suggested Uses:

create presentations / reports
 create presentations with a voice-over for use as an instructional video, narration, video yearbook, or promotional video
 assemble art, writing, or music portfolios
 create your own lectures

Examples of student work: [Geology](#), [Red Nose Day](#), [Landscape Art](#)

#148 5/30/17 (thehistoryproject.com)

Creating timelines is a highly requested feature both by students and teachers. I have presented a tool on [4/26/16](#) called Timeline JS by Knightlab, which continues to be a good resource to use, but recently I came across something called Thehistoryproject.com. This site is extremely user friendly and produces a fantastic end product.

A statement this site makes is that “storytelling is the best way to share knowledge.” This product gives users the ability to tell a story by creating an interactive timeline that includes, images, audio, video, maps and text features all together to create one seamless entity. Also, not only can you invite specific collaborators to your project, but you can also open your project up to the public to be able to collaborate as well.

The [help section](#) provides all the necessary information to be able to get started creating your story today. Richard Byrne, from *Free Tech for Teachers*, also provides a great video tutorial which can be found [here](#).

#147 5/23/17 (Magnetic Poetry with Drawings)

The tip for this week is a quick and simple one. You can also take the concept and apply it to many different situations. A couple years ago, Kasey Bell, from *Shake Up Learning* spoke about using *Google Drawings* to create magnetic poetry in the style of refrigerator poetry. You can make a copy of [this template](#) to get started right away. Slides can also be used to complete this type of activity by making the background any image, in [this case](#) a refrigerator was used. Let your students’ and your imaginations run wild. Have fun!

#146 5/16/17 (TurboNote)

The use of videos in class is nothing new to teachers or students. But, watching a video shouldn’t be a passive activity. There are different tools and resources out there that take the viewing of videos to the next level. In the past we have talked about using EdPuzzle or playposit (fka eduCanon) to insert questions, comments, and other interactives to any given video. This practice allowed teachers to gain some insight into what students were learning from the videos. Through the data collection process, teachers then had easy checks for understanding.

Another tool that students can use in conjunction with their viewing of videos is something called [TurboNote](#). If you were a user of Videonotes, (currently the site is down), you will recognize the function and features of this resource.

TurboNote enables the user to save notes in a virtual notepad or stickies that are timestamped according to the moment in the video they are currently watching. There are many video sites that are supported such as, YouTube, Vimeo, Netflix, and Khan Academy. In addition to the recording of notes into the notepad, the ability exists to share your notes with anyone else. Those who receive shared notes can see the timestamped entries along with the video. This is a great tool for students to use to help them study and even for teachers to use to gauge students’ comprehension of content within any video. This [quick demo](#) of *TurboNote* highlights its use.

#145 5/9/17 (Equatio)

When we made the switch over to GSuite one of the first tools that many of us started using was Read and Write from texthelp. From text to speech, highlighting tools, voice typing and more, Read & Write help students and teachers accomplish many things regarding their digital reading and writing. Now, texthelp has introduced [Equatio](#). This [chrome extension](#) allows teachers and students to effortlessly write equations into Google Docs or Forms (Sheets and Slides soon). Users can choose to type, hand write, or speak equations and formulas to be input into the document. Equatio also recognizes patterns and tries to predict what you are attempting to write for a formula or equation. In addition to formulas and equations that you can write on the fly, there is a huge library of a variety of existing expressions that you can simply plug and play. To start with you will have access to a 30 day trial of all the premium features. After the 30 days you will lose some of those features. If this tool is something for you and you have interest in using the premium features beyond the 30 days, please let me know.

#144 5/2/17 (Badge Site Competition Update)

We are in the final stretch of the district wide badge competition. At 4:00 on Friday, May 5th the competition will end. Paula and I will review all outstanding submissions and the winning school will be announced on Monday. The participants who submitted a badge from the winning school will win an all expenses paid trip to...oh oh wait.. participants will get a pizza lunch provided by their Principal. There is still time to make a difference for your school. Paula and I have seen the great things you all are doing that are worthy of badge submissions. Please take a little time to check into the [Badge Site](#) and be recognized for your efforts and support this fun activity.

#143 4/25/17 (Google Earth & Lit Trips)

Remember Google Earth? It was always so much fun to zoom around the globe and view different locations from a bird's eye view and in many cases even in 3D format. Accessing the great Google Earth experiences could only be accomplished on a PC computer with the downloaded software. When we made the switch to working primarily with chromebooks, there was a loss of a great resource. Well, not anymore as there has been a major Google Earth update. There is now a web based version of Google Earth.

What excites me most about this update is how we can now start using [Google Lit Trips](#) again, this time on our chromebooks. Eric Curts has a great explanation for how to use Lit Trips [here](#). These trips are guided tours based upon famous works of literature. They follow the path of certain characters and events that occur during the story. There are many *Trips* already created for your use in all grade levels.

In addition to *Lit Trips*, Google Earth has a new feature called *Voyager*. The *Voyager* feature of Google Earth allows the user to take an excursion to many different locations around the world.

These tours take advantage of 3D imagery, 360 degree videos, and knowledge cards. A brief [article](#) in the New York Times talks a little bit about *Voyager* and Google Earth.

#142 4/11/17 (Support Tickets)

The tech tip for this week is more of a PSA for using the support ticket site. It is very important for all faculty and staff to utilize the support ticket site (support.medway.us). The use of this service allows the IT department to keep accurate records as to the kinds of damage and problems that come up with hardware, software, the network and other services. Up to date, consistent reporting of problems allows for proper inventory management and ordering of replacement parts so that there will always be enough parts and spare machines on hand. For any damage, from keys popped off to completely broken machines, there should always be a support ticket submitted right away.

#141 4/4/17 (Revision History Analytics)

Recently, I stumbled across a feature within the Google Docs Add Ons that I hadn't noticed. I'm not sure if it was there already or I installed it and failed to follow through and check it out. Either way, when I investigated and played around with it and some Google Docs that students were using as part of group projects I was thrilled.

This Add On called Revision History Analytics automatically creates different charts and summaries in order to visually understand all users' interactions made on that particular document.

Revision History Analytics automatically collects data from revision history and comments to create a visual dashboard with very useful information. Now you will know who's working hard and who, hmmm, not so much.

Features on this add on include:

- Visualize number of interactions (edits and comments) in table format.
- Order data by user or number of interactions.
- Visualize charts of the interactions.
- Zoom option to enlarge charts.
- Visualize the revision history for each user.
- Know how many words a user have written or deleted.

#140 3/28/17 (Adobe Spark)

Adobe Spark is a tool that both students and teachers can use to create a variety of videos, graphics, and web stories. The apps, which are called *Spark Page*, *Spark Post*, and *Spark Video* are extremely easy to use and are fun, engaging, and actively encourage creative expression.

When using *Spark* you will notice that there are great templates as well as the ability to start with a blank slate. The interface is very simple to use and works as a slide show format which can be narrated using a voice over. It is very easy to re-record with no need for complicated video-editing. Images, video clips and various icons can be included on each slide including the narration. There is a 30 second per slide limit with no limit for the entire length of your video. The feature for customization includes the theme, layout, font and music.

This tool is a great option for students to communicate and collaborate with each other by storyboarding their project, planning their scenes, writing any scripts and finally producing their final product.

To see more detailed information and instructions for how to use this product you can refer to the Adobe Spark for Edu guide found [here](#). There is also a video tutorial which can be accessed [here](#).

#139 3/21/17 (Student Notes and GSuite)

We are going to switch gears a little bit this week and focus on a tool for students rather than professional use (even though we can benefit ourselves). Taking notes in class is something that occurs on a daily basis. It is important for our students to understand the tools that are available to them for this purpose. Using Google Docs is something that almost 100% of our students know and understand how to use in its basic sense. But, there may be little things that our students don't know or are not totally sure how to use in an educational sense. Hopefully sharing this tip with you will allow this information to filter down to your students.

My first tech tip ever on 9/17/13 presented the *Research Tool*. This Research Tool has now become the *Explore Tool*. By highlighting any word, phrase, or sentence and clicking Explore there is a great deal of relevant information that will pop up in a sidebar that becomes available to the user.

Second, the ability to create tables, using the Table menu allows students to organize information so that it can be retrieved and comprehended more easily later. A good practice to include is the use of images in your notes and tables.

Third, it is great to link other pieces of information to a single document. This could be other websites, documents, images, etc. By simply highlighting any word and clicking the chain link you can input the URL to any other source so that it can be accessed easier at a later date.

Last, but not least, why not include a picture? When a user clicks on the insert menu and chooses an image, one of the options is to take a snapshot. This is especially useful when using a chromebook or some other device with a built-in camera. The ability to take shots of a science lab or the solution to a math problem, or the notes on the board can be a critical component when reviewing for an test later.

These few tips are just a glimpse into what students can do with Google Docs when taking notes.

#138 3/7/17 (Docs and Keep Integration)

I have been a [Google Keep](#) user since just after its launch in March 2013. It has seen many updates since that time and continues to add to its functionality and benefits. Most recently you may have noticed in the Tools menu of your Google Docs something there that says *Keep Notepad*. This is the new integration of Keep and Docs, and it is awesome.

[This short article](#) describes this integration and what you can now do. At the most basic level, you can now add notes to *Keep* right from your Doc as well as drag notes from a *Keep* sidebar directly into your Google Doc.

These features open up many different possibilities for using this new integration. Eric Curts put together a [fantastic post](#), including a video, regarding how to use this new integration as a system for providing comments to students written work. This task of providing regular, repeated comments to students has been a request and issue of concern from many of you, and I think that this can meet your needs. If you haven't started using *Google Keep*, now is the time to start.

#137 2/28/17 (Quizlet)

In all grades and content areas it is important to be comfortable with the vocabulary in order to fully grasp the material. From World Language classrooms to performing arts, there is a place for [Quizlet](#) in your classrooms. And, as always, as an added bonus, the creation of your classes on Quizlet can be accomplished by linking with Google Classroom.

Currently Quizlet has six different study modes and games that can be used with students. All of the activities are based in some way around the creation of sets of digital flashcards. In addition to the ability for students to be assigned different sets of flashcards, students can create their own. Teachers can find all of the information necessary to start using Quizlet today by going to the [Help Center](#) as well as watching [this detailed video](#).

#136 2/14/17 (Authentic-Based Learning Classroom)

I came across a blog post today that excited me about the potential future of our classrooms. In collaboration with other Technology Integration Specialists, we often talk about our work with teachers and students, and the ten characteristics that are presented in this article drive that work. Allowing students to be creators rather than simply ingesting information is our end goal. By moving the focus away from the tech and more to pedagogy, and creating a learning environment that is more engaging and student centered, an Authentic-Based Learning Classroom can be

created. Please take a few minutes to read [this article](#) and if you have any thoughts about it, we would welcome them; please reply all to this email.

#135 2/7/17 (Edudemic)

For the tip this week I wanted to simply share a website called Edudemic. This site has something for everyone in regards to connecting education and technology.

#134 1/31/17 (Right Click Chrome Tab Options)

The tip for this week is a quick time saver. Almost all of us use Chrome as our browser these days, and if you don't, I think it is something you should strongly consider. When right clicking a chrome tab that you have open there are several options available as you can see in the image below. With a simple click you can duplicate a selected tab, pin a tab so that it cannot be closed by accident, mute a tab to prevent any sound, close all tabs but the selected one, close all tabs to the right of the selected tab, reopen previously closed tabs, and finally bookmark all open tabs. I hope that this tip is one that you can add to your bag of tricks.

New tab	Ctrl+T
Reload	Ctrl+R
Duplicate	
Pin tab	
Mute tab	
Close tab	Ctrl+W
Close other tabs	
Close tabs to the right	
Reopen closed tab	Ctrl+Shift+T
Bookmark all tabs...	Ctrl+Shift+D

#133 1/24/17 (peergrade.io)

The concept of peer assessment is important in our classrooms. Not only can this practice increase communication and other skills in ways not possible by other methods, it can save teachers time as well. Students can learn much about their own learning by providing feedback to others. Given the proper resources, including rubrics and a process to follow, peer feedback can have great benefits. A new tool, called [peergrade](#), simplifies this type of work and provides a platform to make this process a seamless one. You can watch the introduction video linked above and also click [here](#) to view the quick tutorials on using the tool.

#132 1/17/17 (Google Classroom Updates: Differentiation)

The update to Google Classroom that we have all been waiting for is here; Differentiated Instruction capabilities. In the past, any announcement, assignment, or question that was to be posted on Google Classroom had to be delivered to everyone enrolled in that particular classroom. But, what if you had students who needed specific accommodations or modifications on a particular assignment? What about having different expectations for students when developing small group activities for one particular assignment? There are many reasons a teacher might want to distribute materials, etc. to only certain individuals in any given classroom. [This quick video](#) walks you through the process for accomplishing this task.

#131 1/11/17 (Google Classroom Copy Link Integration)

With such widespread use of Google Classroom and Google Sites now in our district, I wanted to highlight a particularly valuable connection that educators can make between the two tools. For any assignment that is created in Google Classroom there is the ability to copy a link to that specific activity. Once that link is copied, it can be pasted into a Google Site or other similar platform. Using this strategy can allow an educator to build content in the form of a website and directly embed specific activities or tasks regarding that content in the site - all the while having those activities live within Google Classroom. This retains the ability to manage all student work from within the simple walls of Google Classroom. Check out this quick video to see it in action.

#130 1/3/17 (Breakout EDU)

Happy New Year everyone! We have recently acquired some Breakout EDU kits to use in the district. If you are not sure what that means, you can see more info [here](#). [This quick video](#) also gives you a glimpse into the format.

There are many premade activities out there, but you can create your own ones as well. Not only are there activities that utilize the kits described but completely digital breakouts exist and can be created as well.

The whole idea behind breakouts is that it is completely student centered, inquiry based, and develops critical thinking, communication, and problem solving skills.

It would be great to meet at some point to discuss if any of you are interested in conducting or creating a breakout. If you are interested in seeing an activity as a student it can be arranged where a breakout can be conducted during a PLC or other small group meeting.

Let Ryan or Paula know your level of interest in Breakout EDU, and if and when you would like to meet to talk about this.

#129 12/20/16 (The Google Teacher Tribe Podcast)

I just wanted to share a blog post with everyone from Kasey Bell at ShakeUpLearning.com. This post is announcing what should be a very informative and practical podcast to pay attention to regarding the use of GSuite tools in your classroom. Kasey is broadcasting this podcast with Matt Miller from Ditchthattextbook.com.

Check out the post [here](#).

#128 12/14/16 (Web Paint)

[Web Paint](#) is a new tool that allows users to draw lines and shapes as well as add text to any live webpage. In addition to the basic lines, users have the ability to construct different curves and utilize the eye dropper tool and paint bucket to choose any color. While this tool is great for anyone on any device, it can be extremely powerful when using it in conjunction with a touchscreen. [Check out how excited you can get when using this great tool.](#)

#127 12/6/16 (Citation Tool Return to Google Docs)

This week's tech tip comes to us from Richard Byrne of freetech4teachers.com. See his tip [here](#) on the return of the citation feature to Google Docs.

As a bonus for those of you that use Google Classroom. An update was just released that allows the Parent/Guardian summaries to be received without the need for a Gmail account.

#126 11/29/16 (Slow Down to Go Fast)

By now you have probably heard about more than just a handful of different teaching practices utilizing technology, technology tools, digital resources, etc. For sure it can seem intimidating, especially with the educational technology landscape evolving at such a fast pace. There are things that can be done to make it a little less scary and menacing. I wouldn't say go ahead and ignore some of the great things you hear and read about, but simply put items on a list to remember to go back to (I use Google Keep). For the short term though choose one to three new tools, resources, or instructional practices to incorporate into your daily routine. This consistent use will allow you and your students to fully understand the benefits of the chosen resource, etc. This regular use may also lead to questions and concerns, which is also a good thing. Sometimes the best thing that we can do to keep up with this train is to, "Slow down to go fast."

#125 11/22/16 (Padlet)

There are many uses for Padlet in all of our classrooms. Paula Johnson has been a big proponent of this tool for years now and I am fully on board at this point. This tool is such an easy one to use for collecting and sharing class notes, asking questions like you would use a backchannel, as a discussion board and sharing general thoughts.

Check out [this quick article](#) for ideas or [this video](#) on Padlet and get started using this excellent resource today.

#124 11/15/16 (DonorsChoose.org)

Have you heard about websites like Kickstarter and Go Fund Me? Well, there is a website designed specifically to help teachers fund their classrooms by reaching out to the general public called [Donors Choose](http://DonorsChoose.org). It takes very little time for a teacher to register on the site and propose their project to be funded. From simple materials to more expensive technology all types of projects should be considered. [This 90 second video](#) explains the concept in a nutshell. I would be happy to work with you in proposing a Donors Choose project.

#123 11/8/16 (Education on Air: It Takes a Teacher)

Google for Education is offering their "Education on Air: It Takes a Teacher" online conference.

Join other educators from around the world for a free, online conference. Share with and learn from them. Hear from inspiring speakers. Get tips and tools to help boost student engagement, collaboration and productivity and in the classroom.

You can click [here](#) for more information and to register.

#122 11/1/16 (Formative Assessment Comparison Guide)

As we come to realize the high value of formative assessment in our work with students, this chart that Jenn Judkins created to compare different formative assessment tools can help you with your planning.

[The Formative Assessment Comparison Guide](#) includes information about:

1. **Teacher / Student Sign in:** How easy / difficult is it for teachers to create accounts and begin using the tool? Does it support Google Sign In? Do students need accounts to participate?
2. **Quiz builder:** How easy or difficult is it for teachers to create quizzes? Can teachers find and use questions and/or entire quizzes created by others? What question types can you generate? Are special characters available for math and foreign language teachers?
3. **Student vs Teacher Driven:** How is the pacing of the assessment set? Do students progress at their own pace, or does the teacher control when new questions are revealed and how much time kids have to respond? Do students work independently or in teams?
4. **Data Collection:** Teachers use formative assessment to adjust instruction in real-time, however, many of these tools allow teachers to capture and save data over time.

We hope that these tools help you to monitor your student learning on a regular basis!

#121 10/25/16 (Gale Sites - Library Database)

The Massachusetts Library System offers free use of databases in Massachusetts Public Schools. *Gale*, from Cengage Learning, is one of those databases that can be used by students and teachers in the Medway Public Schools. The database can be accessed by clicking on [this link](#). Once you have reached the database you can search by a variety of subjects and resources. To get the most out of using these databases, be sure to sign in with Google. [This document](#) describes that process and its benefits. Thank you to Mrs. Dolan for suggesting this important resource.

#120 10/18/16 (Ormiboard)

Ormiboard is a tool that I am getting very excited about. Omniboard is a collaborative digital whiteboard environment. It's ease of use and possibilities for using it in the classroom are many. The boards that you and your students create can easily be shared and edited. Along with the boards that you can create yourself there are a variety of already developed interactive boards that you can utilize. As this is a new tool I would assume there would be future updates that would even further increase the functionality for both teachers and students. You can go to [this link](#) to sign in with your Google account and begin using Omniboard. Enjoy!

#119 10/11/16 (Explore tool)

My first tech tip on [September 17, 2013](#) was in regards to the Research tool within Google Docs. I made this my first tip because I felt so strongly about how it would positively effect the work of our students. I am now revisiting this in a way, because if you haven't noticed, this "Research" tool is now gone. Or is it??

With the rebranding of Google Apps for Education to GSuite for Education came an update in the form of the "Explore" button. This new function replaces the Research tool and takes it light years ahead. From suggesting the best layout in a slides presentation based upon what you put on a slide, to answering a question about your data in a spreadsheet, this tool can do many things.

The article and animations found [here](#) in the Google Docs Blog describe "Explore" in more detail as well as provide you links to more information. Check it out!

#118 10/4/16 (Google Doc Text Boxes)

There is a little trick for working with Google docs and inserting text boxes. If you were a user of Microsoft Word, it is possible that you took advantage of adding text boxes. This would allow you to move these boxes around your document in any way you would like. A reason teachers may find this useful is to add directions or some other necessary information to a document that you want to share with your students but don't want them to move the text around or delete it entirely. There is no way to insert a text box natively in a Google Doc, but you can insert a Google Drawing and choose text box from within that tool. [This video](#) from Eric Curts explains the process very well.

#117 9/27/16 (Clarisketch)

Have you ever needed to explain something quickly to someone else? Maybe a quick sketch or picture with a simple explanation can get a point across or explain a concept. Well, a little app called [Clarisketch](#) easily allows you to do just that. With this app, which works on your phone, a tablet, or a chromebook, you can record your voice while you sketch from a blank page, sketch over a picture you take right then and there, or sketch over a picture that you upload. This finished sketch with the voiceover can now be shared via email or a simple link. The link would be very useful to include on your Google Classroom or Google Site as a resource for students.

As a formative assessment tool, you may ask students to submit to you a sketch with a voice over as part of a class assignment. They would submit that same type of link on Google Classroom as their assignment submission. There are a variety of uses for you and your students with this quick and simple tool.

#116 9/20/16 (Google Cast for Education)

Google has released a free chrome app that turns your computer into a wireless projector. By installing this app on your desktop PC that is connected to the projector, any student or teacher can project the content from their wireless device to the front of the room for all to see and hear. This [one minute video](#)

gives a brief overview of the tool. If you would like to use this great resource, click [here](#) for instructions on how to download and use with your students.

#115 9/13/16 (Training for Google Apps)

The tip for this week has been shared a few times before but is worth mentioning again. The tool, *Synergyse*, was once a product that worked with all Google Apps. It allows users to gain training on a specific Google product while you are working within that product. Google has since acquired the company and renamed the tool, *Training for Google Apps*. From within any Google app you are working, you will notice an icon at the top right with a question mark that looks like this image. When that question mark icon is clicked, a list of training modules will appear. These modules have you work with your actual accounts so that you can understand the actual look and feel of working with your own items. The use of this resource is a must for anyone with questions on how to do something with a particular Google app.



#114 9/6/16 (Google Forms Images Update)

I hope that the first week with students has been a good one. It has been exciting to visit some of your classrooms and help to incorporate some of the updated tools and applications.

This week's tech tip connects to an update that has recently been made to Google Forms. In the past, if you wanted to include an image on your Google Form it could only be added as a separate component and not part of an actual question. There was also no possibility of making an image an answer choice. Since the images were not linked to a specific question, any thought of shuffling questions would then place images in locations that had nothing to do with the questions above or below them.

A wish of mine and many teachers has finally been granted. The ability to add images directly to questions as well as answer choices is here. Now you can shuffle the question order without having to worry about images not being connected to the questions that pertain to that image. You can check out [this quick video](#) to see how to do it. Unfortunately, we still have to add videos the old fashioned way, as a separate element from the question. Hopefully soon that will become an updated feature as well. Enjoy!

#113 8/30/16 (Summer Updates; Classroom, Sites, Forms)

Welcome back everyone. I hope that you all had a great summer. Over the last couple of months, many exciting updates to some of the tools that we all use have taken place. I apologize for the length of this week's tip, but I wanted to make sure that you are aware of all the fantastic improvements and additions that have been made. I would be happy to go over any of these in more detail with you individually or in a group if you would like. I may also further elaborate on them in future tech tips. Enjoy.

Click on any of the hyperlinks for further details.

Google Classroom:

[Guardian summaries](#) - Teachers and administrators can invite guardians to sign up for email summaries to keep up with their students. Guardians can choose how often to get a summary—daily or weekly—and

can unsubscribe at any time. Summaries include a student's missing or upcoming work as well as new announcements and questions posted by teachers in the class stream.

[Topics for Stream Organization](#) - Teachers can organize the class stream by adding topics to posts.

Teachers and students can filter the stream by topic.

[Mobile Annotations](#) - Teachers and students can draw on, highlight, and write notes on documents and PDFs in the Classroom mobile app.

Google Sites:

[Complete redesign](#) - From Google Drive you can now go to *New*, then *More*, and choose Google Sites, just like you would create a Form or a Drawing. The interface for creating a Site now has a completely different look and feel; [see for yourself](#).

Google Forms:

[Create a Quiz](#) - You can create a quiz with correct and incorrect answers for questions with multiple choices, checkboxes, or drop-down options. This new style *may* take over the need to continue using Flubaroo. [See it in action](#).

For those of you new to MPS, welcome! These tips are shared every Tuesday with all educators throughout the system, but Paula Johnson and I are here full time to support your technology integration efforts. We look forward to working with you in the year to come.

#112 6/14/16 (Google Classroom Archive)

Please check out [this quick video](#) regarding the end of year procedures for dealing with your Google Classrooms. It refers to archiving your courses, archiving Drive folders for classrooms, and reusing posts.

#111 6/7/16 (Google Drive Sharing Expiration Dates)

Some of you might have noticed a little feature that was released in March regarding sharing settings for Google Docs and folders. It is the ability to set expiration dates when sharing items. This little feature can come in handy for many different reasons. You can read [this quick post](#) to learn more about it.

#110 5/31/16 (ItsLearning & Sites switch; MassCue PD)

The tip this week will provide you with some important information regarding changes that are coming and PD opportunities during the summer.

MassCue offers many valuable PD opportunities during the summer. You can find their offerings [here](#).

Middle School and High School teachers: ItsLearning will no longer be available after August 2016. In order to maintain an online presence you must migrate your class materials to another platform. The recommended locations are Google Classroom and Google Sites. If you need assistance in this migration process please feel free to reach out to me. You can also see [this quick video](#) on using a Google Sites template to assist with the switch.

#109 5/24/16 (Virtual Field Trips)

Now that we are closing in on the end of the year, field trips are on the minds of many teachers and students. If you don't have anything planned, or it just isn't possible to physically take your class on a field trip, it doesn't mean you can't participate in one. Virtual field trips are a real possibility through access to Google Hangouts, Skype, and Facetime.

There are many resources out there to help you in planning or creating a field trip for students of all ages. [This article](#) or this [article](#) give you some pointers for planning that perfect virtual field trip. Also, back on [January 21, 2014](#) I spoke about a Google+ community called Connected Classrooms. Definitely feel free to reach out to Paula or Ryan for help in planning a trip of your own.

#108 5/17/16 (Synergyse)

Back in January of 2015 I posted a tip about [Synergyse](#). The following is what I said:

"This tip will provide you with a link to a tool called Synergyse. It is a training module for Google Apps. It is really amazing. It is completely interactive and works with your own personal Google Drive. You learn while you use your actual Google Apps. If you're in Docs, Sheets, Forms, Classroom, GMail, etc., you will see a Synergyse icon at the top right with the available training for the application you are currently using. When inside Google Classroom, all the training modules there are completely free. When you are in other apps I believe you get 5 or so free; then you would have to pay \$10 for the year. All in all it is worth it for even just the Classroom portion. Click [here](#) to add the extension."

There is a very good reason I am reposting this. On May 2nd, Google acquired Synergyse and now offers the full product to all Google Apps users for free. There is a training available for anything and everything you ever want to do when using one of the Google apps. I definitely suggest you take advantage of this valuable resource.

#107 5/10/16 (Slides Q&A)

If you use, or would like to use Google Slides, an update was released last week that looks to change the experience you and your students have when interacting with a Slides' presentation. This update is called, *Slides Q & A*.

Slides Q & A allows the speaker to connect to his/her audience like never before. Simply stated, a link can be displayed at the top of the presentation that audience members can use while on their cell phone, tablet, or other mobile device that allows them to submit questions to the presenter.

These questions can also be voted upon by other audience members so that the presenter may prioritize and choose to answer highly rated questions first.

[This link](#) directs you to the *Google Docs Blog* which will explain this update further as well as provide you with a video showing the feature in use. This very short [YouTube video](#) is a great tutorial and will get you up and running in no time./

#106 5/3/16 (Google Template Galleries)

Back when we were all using Microsoft Office products, there were many times we used a Word document template to format whatever document we were planning to work on. Remember those great resume templates? Many of you might not know that Google apps like Docs, Sheets, Slides, and Drawing (not for much longer) have many templates available as well.

There are template galleries for each tool. Actually, there is an old template gallery, and a new one for each tool. I thought I would share this tip now because the old gallery is being discontinued and merged with the new one.

When you open a Doc, Sheet, or Slides presentation simply go to the File menu, hover over new, then select “From template”. You will then be brought to the template gallery for each tool. I also linked the names above to the galleries. You can also get to those galleries from the home pages of each Google App.

Any of these templates can be very helpful to you and your students as a starting point for a wide variety of projects.

#105 4/26/16 (Knight lab; StoryMap JS & Timeline JS)

Northwestern University runs a team called Knight lab that consists of engineers, educators, journalists, and designers who develop technology applications for use in media and education. Knight lab has a tag-line that says, “The Lab develops prototypes, projects and services that help make information meaningful and promote quality journalism, storytelling and content on the internet.”

The Knight lab site has multiple project/applications available for your use. The two I want to specifically mention here are [StoryMap JS](#) and [Timeline JS](#). Both of these tools are very easy to use by teachers as an instructional tool or by students to present information and demonstrate their understanding of different concepts.

StoryMap JS is a tool that allows you to tell a story using photos, works of art, maps, and other image files. You can click the link above to see an example as well as how to create your own.

Timeline JS is another easy to use tool that walks you through creating an interactive timeline. You can click the link above to see an example and the steps for creating your own.

#104 4/12/16 (Google Classroom Polling Feature)

Last week, Google Classroom released a new multiple choice question feature that allows you to ask a quick question on the class Stream. I know that I had spoken with some of you regarding the old polling feature built into *ItsLearning* and how you wished Classroom had something similar. Well, that time has come.

You can read the official release [here](#) which includes examples of best practices and instructions on how to use this great resource.

I encourage you to always send Google your feedback regarding any of their apps as they respond very well to the requests of teachers.

#103 4/5/16 (Sound Uncovered)

[*The Exploratorium*](#) is a museum and online learning space that is based in San Francisco. Visiting both the actual museum and website are highly recommended.

The tip this week applies only to iPads at this time, but hopefully it will soon come to android as well. The app, called [*Sound Uncovered*](#), is essentially an e-book that contains interactive explorations, articles, and videos. The "chapters" in this book allow you and your students to become active explorers in the world of sound.

#102 3/29/16 (Newsela)

Wouldn't it be nice for students to be able to stay informed about current events and other nonfiction content, but be able to do so while reading at their own level? [Newsela](#) offers you and your students this opportunity. While it is great to simply search for a topic and then adjust the reading level of the article, the benefits don't end there. Teachers and students can perform the simple, "log-in with google" to associate their account with the site. Teachers can also enroll all of their Google Classroom classes with a single click. Teachers have the ability to assign articles, which can include a writing prompt and also assign quick quizzes. This is a fantastic site to support the acquisition of new information and for students to improve their reading comprehension.

#101 3/22/16 (Shuffle My Life)

I'm going to take a little detour this week from the tips that are usually presented that focus on our time and activities with our students. There is an app for Android phones called [Shuffle My Life](#) that presents you with various tasks to complete. Shuffle My Life includes hundreds and hundreds of tasks. But they're filtered based on the time of day, nearby places, the season, the weather, AND any settings you've set yourself. This app is also built like a game where you can earn points and achievements. Overall, I think that the idea behind this app seems quite fun and worth checking out, especially if you're looking for something to do.

#100 3/15/16 (Infographics)

We have all seen infographics in both our professional and personal lives and many seem to grab us in some shape or form. The use of some simple infographics can make so much more of a statement than just using bits of text and images. This infographic gives us a quick rundown as to why our “[Brain Craves Infographics](#).” There is a site called [Visme](#) that allows you to create powerful infographics very easily. This can be a great creative tool for both teachers and students to present all sorts of information.

#99 3/8/16 (Google Slides as a Comic Strip)

As I sit here in the RBT data training I was thinking about the recent survey that was delivered to students regarding technology. According to the results, students identified using Slides as a major strength of theirs. (I know, my fellow RBT people I didn't state an actual percentage so this can't technically be an observation) This should make us feel comfortable in allowing them to use this tool as a method for demonstrating their learning.

I came across this idea from Eric Curts for using Google Slides to make a comic strip. This could be a fun and different way for students to use Slides in the classroom.

[Here is an example of the end product.](#)

[Here is a presentation on how to actually create something like this.](#)

#98 3/1/16 (Google Voice Typing)

In case you didn't know, Google Docs supports Voice Typing through the Tools menu. I know that some of you have been using this in place of Read and Write for Google. The accuracy of Google Docs Voice Typing is pretty good and I have been very satisfied with it. What many of you might not know is that there was a recent update to the tool that allows you to format your document using your voice. [This post](#) by the Google Gooru has a great quick video showing the update in action and where to find all the voice commands available. Have fun!

#97 2/24/16 (Google Calendar Reminders)

Tuesday has come and gone and I missed it. So, I guess it's better late than never. Did you know that the Google Calendar app for iOS and Android has the ability to set Reminders? If you happen to use that app this could be a helpful little tip. Hmmm, I wonder what I could have use this for?

The quick article found [here](#) tells you exactly how to use them.

#96 2/9/16 (Coggle)

Coggle is a very easy way to share notes, ideas, and anything else that you would like to brainstorm. Diagrams, mindmaps, flowcharts, whatever you would like to call them there is for

sure a use for you and your students. [Coggle](#) is an app that you can simply add to chrome or access via their website. [This video](#) is an intro video and [this one](#) goes into a little more depth.

#95 2/2/16 (Ted-Ed YouTube Channel)

Check out the TED organization's [YouTube channel](#) for video collaborations between popular TED speakers and animators. You can find many short animated educational videos here along with a bunch of other interesting information and suggested channels.

#94 1/26/16 (Quick Formative Assessments Website)

Quick formative assessments are important to provide feedback to teachers in order to deliver the proper instruction needed, but are also important to students in informing them of their performance. You can see [this website](#) created by Paula Johnson that speaks to the importance of formative assessments and highlights three tools, Kahoot!, Google Forms, and Socrative.

#93 1/19/16 (Google Drawing in Math; Manipulatives, Protractor)

This tip is pretty much geared toward the math classroom. But, keep in mind that Google Drawing is a pretty good tool for creating some [simple virtual manipulatives](#) for use in most any class. This weeks topic focuses on the use of a digital protractor. Alice Keeler posted [this tip](#) on her blog. Enjoy!

#92 1/12/16 (Kami Split and Merge)

You may have multiple pdf's or other google docs and sheets that you want to combine into one single pdf. This may be done so that you can attach a single pdf as evidence in your TeachPoint portfolio or for students use. You can click [here](#) to download this handy chrome app. Once downloaded, [this great video](#) by Laura Ginish will show you how to use it.

#91 1/5/16 (Suggesting Mode)

Remember Microsoft Word and that handy feature "Track Changes". If you didn't know, Google Docs has that same functionality in what it calls "Suggesting Mode". Instead of straight editing a collaborative document or student paper you can use Suggesting Mode to suggest an edit that can be accepted or rejected rather than changing the text straight away without any other input from someone else. [This quick video](#) explains how you can use this mode.

I also wanted to send [this link](#) again to all the tech tips with a table of contents. The tip from [5/20/14](#) is a great one, especially since so many of us now are using chromebooks on a regular basis.

#90 12/22/15 (2015 EduBlog Awards)

For those of you that enjoy reading different blogs for both personal and professional reasons, we are providing you a list of the best blogs of 2015. These are broken down into categories like, best

new blog, best student blog, and most influential post. This is a great collection to keep on hand when you are looking for some great posts in the world of education.

[The EduBlog Awards](#)

#89 12/15/15 (100 Educational Twitter Accounts to Follow)

Paula Johnson recently suggested sprinkling in good articles and blog posts in addition to the traditional tech tips that have been posted. I thought this was a great idea and actually gives some background at times as to why we promote different technology use in the district.

I hear people talking either about how much they value Twitter as a resource for professional growth or how they just want to use it more (myself included). This week I present to you a blog post from [Getting Smart](#), which is a great website as well, that lists [100 education twitter accounts](#) they suggest you follow. From Ed leaders and bloggers to cool schools and foundations, these are a great start to building a very informative educational twitter feed.

....Follow me @MedwayTech 😊

#88 12/8/15 (Smarty Pins with Google Maps)

Hey everybody. I hope those of you participating in the Hour of Code this week are enjoying those activities. I have seen a few classes at the middle school participating and the students really look like they are enjoying themselves.

For this weeks tip I am presenting you with a little game that utilizes Google Maps. Your students can learn geography, history, and research skills all at once. This could be a great activity to do as a whole class or individually. Maybe make it a game within a game and see who can do the research fastest in class to come up with the right answer.

Hope you enjoy it and let me know any experiences you have with it.

[Smarty Pins with Google Maps](#)

#87 12/1/15 (Quill.org)

I feel that you don't find too many sites out there that let you practice writing skills like a Khan Academy lets you tune your math skills. [Quill.org](#) provides learning activities based upon the common core standards. Students can develop their grammar, vocabulary and writing skills through activities that are prescribed to them by you. As a teacher you can create classes and see valuable data regarding individual student progress.

Please let me know if you have any questions or would like me to assist you in using this great resource.

#86 11/24/15 (Flubaroo Grade Sharing)

There is an exciting new feature available when using Flubaroo, sending student grades automatically via Google Drive.

Now that Grade 8-12 have email active this is not this big a deal since they can have their grades emailed to them automatically via the Share Grades button in Flubaroo. But, the lower grades had no easy way to access their scores on the assigned Google Form. If you take a look [here](#) you will see quickly and easily how to share grades.

Other little Flubaroo tidbit: Another update this year was the ability to grade items by hand. [This link](#) will bring you to explanations of the features of Flubaroo.

#85 11/17/15 (CamScanner for Evidence Submission)

[This quick little video](#) will show you how to easily get digital versions of hard copy student work into your Google Drive. From there you can upload them as attachments within TeachPoint as described in [this previous video](#).

#84 11/10/15 (Adblock Plus)

This quick little tip will rid your web browsing experience of all those annoying ads that pop up within the content you really care about. It is a Chrome extension called Adblock Plus. You can click [this link](#) to add it as a chrome extension. Once installed you can configure it even further if you would like. Very quick and easy to use with nothing you have to do to make it work.

#83 11/3/15 (Checker Plus for Gmail)

This weeks tip is in regards to your use of Gmail. There is an add on called [Checker Plus for Gmail](#) that allows you to get desktop notifications, read, listen or delete emails without opening Gmail & easily manages multiple accounts.

Remember that little ding you used to get with First Class? Well, you can get those same sound notifications with this add on too. There are so many options that are available to you if you want to explore. Go ahead and click the link above to add it to your chrome browser. If you don't like this or any chrome extension they are easily removed. As always, please feel free to reach out to Paula or Ryan with any questions. Have fun!

#82 10/27/15 (Social Media Question and Answer Game)

This little strategy is something that you and your students can have fun with. The keynote speaker at MassCue tried this and the students really got into it.

The idea is keeping students aware of your online presence. As a teacher, the materials and content you post on Twitter, Google Sites, Classroom, itsLearning, Google+, etc. you feel, is valuable and important. Why not make a little game to keep our students actively engaged with those tools.

What you can do is take some type of question; a math proof, History trivia, whatever, any question that requires more than a one word answer and post it on your social media account or Google Classroom, Google Site, wherever you have an online presence you want students to be aware of. You would tell students that the first person to write their answer and show any work

that is associated will earn 5 bonus points on the next test or whatever reward you would like. They can post their answer on a whiteboard outside your room or on a bulletin board outside your room.

The key is not to tell the students about this, just post it online with the instructions.

#81 10/20/15 (Gmail Signature)

This quick little tip shows you how I put my signature into my Gmails. You could follow the same process for including any type of drawing into your signature line. Click [here](#) to watch the video.

#80 10/13/15 (Google Forms in Classroom)

About a week ago there was a great update to Google Classroom, the ability to include Google Forms as an assignment. In the past we simply had to post the link to the form for students to click in order to complete the assessment. The form wasn't actually embedded into the assignment where we could see who was done and not done. Well, it is now and is a fantastic addition to the abilities of Google Classroom.

[This very short video](#) effectively walks you through the process. As always, please let Paula or I know if you have any questions or would like help implementing this in your classroom.

#79 10/6/15 (Choice Eliminator Add On)

One Add On for Google Sheets that I haven't seen many people using is called Choice Eliminator. This is a great tool if you want to use Google Forms for Parent Teacher conferences, role assignments for projects, or anything else you don't want respondents to double up on.

[Here is the link to add this Add On.](#)

[Here is a video on how to use it and see it in action.](#)

#78 9/29/15 (Google Classroom Lesson Database)

With the recent update to be able to reuse a post I thought of an idea. I am creating a course called "Teacher Created Classroom Lessons". I am inviting the teachers that are interested and that use Classroom as co-teachers. I am asking that teachers post assignments here that they feel would be valuable/useful to other teachers in the District. You could do so by Reusing a post from one of your existing courses and placing here so that others can see and since they are a co-teacher can reuse in their own class. You can also develop the assignment here initially if you would like instead of reusing an already existing assignment.

In the About section I will have a Shared document that will contain the lesson title (with a header format so that it can feed a table of contents) and description of the lesson including grade level and possibly standards, etc. I would like you to add to this document to reflect the assignment that you have added. Please let me know if you would like an invitation to this Classroom. If at any time you have questions as far as how to use this database please don't hesitate to ask.

#77 9/22/15 (Booktrack Classroom)

For this week's tip I wanted to present you with an app that I just found called [Booktrack Classroom](#). It is a pretty cool tool that allows you to create pieces of writing with the addition of an aligned soundtrack or sound effects.

In addition to creating your own writing with effects, students and teachers can access a library of books with tracks already created. On the homepage of the website linked above you can see a sample like The Wonderful Wizard of Oz and experience it firsthand.

[Here is a 45 second video](#) showcasing what Booktrack Classroom is.

This really is something different than a lot that is out there and Paula and I would be happy to help you incorporate this into your teaching and learning.

#76 9/15/15 (Creating a Custom Google Search)

This video describes how you can create your own Google Search Engine using Google Custom Search. You can create a search engine that limits which websites to return search results. This is a great tool especially for younger students who may get off track with the millions of results that a general Google search can produce.

[Creating a Custom Google Search](#)

#75 9/8/15 (Creating and Using Appointment Slots)

The video below shows how you can quickly and easily create appointment slots on your Google Calendar for events like Parent Teacher conferences.

Keep in mind what I do reference in the video. Any valid google account is required in order to sign up for a slot. Most people do have a google account. If they don't it is easy to sign up for a free one, or they can use their child's credentials.

[Creating and Using Appointment Slots](#)

#74 9/1/15 (Beginning of the year reminders, updates, etc.)

Welcome back everyone. I hope that you all have had a great summer and are excited to start this new school year I know I am.

Depending upon where you are teaching there has been new additions to hardware, changes in software and applications as well as updates to currently used products. I wanted to use this tech tip to provide you with some reminders and updates rather than something brand new to digest. Keep in mind that while this tip may seem long, there is nothing here that is really completely new.

Our [Technology Integration Website](#) has many tutorials that Paula and I have created over the past couple years as well as valuable information regarding the integration of technology in your classrooms. You can also find different classrooms showcased on the home page.

This year we have also switched over to using GMail. Also found on our website is a link to our [GMail training site](#) which has just about everything you need to know regarding the use of GMail.

In many of the schools in the district we have moved to signing out resources like computer labs, carts, and conference rooms through our Google Calendars. I have created two videos that show [how to sign out those resources](#) and also [how to subscribe and view the calendar](#) for that particular resource to see WHO has signed it out. These are both short videos and give a very clear explanation.

You can follow [this link](#) to view my YouTube channel and subscribe to me.

On the above YouTube channel I have a playlist that I created for the use of Google Classroom which can also be found by clicking [here](#).

Speaking of Google Classroom, [this link](#) shows the most recent updates to the product. Over the summer we saw the ability to add a discussion question to the stream happen. You can now ask a question on the stream that students can answer and also reply to other students' answers. You can also grade those responses. There is now also the ability to reuse posts from any course that you have created in the past, archived or not. You can also move older posts in the course to the top of the stream. Finally, there is some simple change in interface with the "+" button in the lower right to add any announcement, assignment, question, etc.

We also now have many people beginning to use Google Sites. [This video](#) shows where to find different templates and how to use them to begin creating your own site.

I have also attached a document here containing all the tech tips I have posted with an interactive table of contents displaying the topic for that tip. It is updated every week.

I think that might be it for now. Remember to reach out to Paula or myself if you have any questions or concerns. We would be happy to meet with you to work on any of your technology integration questions and needs.

#73 6/23/15 (Archiving Classroom; Google Sites Templates)

Here we are, the final Tech Tip Tuesday. I can't believe how fast this year has gone by. Thank you everyone for trying the different things I have presented to you in these tips and also bringing to my attention others I was not aware of. I look forward to continued work with all of you in the fall. With that said, I wanted to show you two videos that will help you in preparing for next school year.

The [first video](#) is in regards to archiving any Google Classrooms that you may have created for this past year.

The [second video](#) presents you three Google Sites templates to use when you are ready to migrate away from itsLearning or any other LMS and move into a Classroom/Sites environment.

#72 6/16/15 (Importing Gmail Filters)

Creating filters in your Gmail is extremely helpful in organizing your inbox and all incoming mail. Paula and I are providing you with a document that contains links to download premade filters for you to simply import into your Gmail. On [this document](#) you will find the links as well as the descriptions for what the filters do for you. You can also view a [quick video](#) I put together here showing you the process for downloading, importing, and using the files and filters. If you feel that you have created a filter that others may have found value in, please let Paula or me know so that it can be included on the above document.

#71 6/9/15 (Gmail Labs & Right Side Chat)

When using Gmail there are experimental features that you can access by going to settings and the choosing "Labs". Labs is where new features reside for testing and experimentation. Sometimes these features make their way into the official product and become fully incorporated. At any moment though, these feature may go away or become inoperable. One of the labs that I like to use is called Right Side Chat. It simply takes the chat area from the bottom left of your Gmail window and moves it over to the right side. For me, it takes away a little bit of the clutter where all the labels are. Enjoy!

#70 6/1/15 (Drive for Photos)

Some of you may have noticed an additional menu item in your Google Drive called Google Photos. You can view and manage your photos and videos in both Google Photos and Google Drive. You can also create a Google Photos folder in your "My Drive," to organize your photos and videos into folders. This new addition makes it extremely easy to share, post, download, rename, etc., your photos with ease. You can see reference [this page](#) for more information.

#69 5/27/15 (GMail as default mail client)

So, I think this is only the second time in two years that I forgot to post a Tuesday tip. I can't believe I actually get mad at myself for missing it. Ha!

In your email yesterday you should have seen an announcement by Rich Boucher regarding our upcoming switch to GMail. When this switch occurs you will no doubt be happier to have that system as our email client instead of Firstclass. I figured I would give you a little tip related to the use of GMail for this week. The following video will show you how to make Gmail the default mail client when using chrome. This means that whenever you click an email link when using chrome it will open in GMail and not in one of the other many mail clients like Outlook, Yahoo, Exchange or iCloud. This quick little video can be found [here](#) and should prove to be very helpful.

#68 5/19/15 (instaGrok)

I recently came across a tool called [instaGrok](#). This is a website that can be used as an alternative to Google or other search engines. The biggest difference is that it presents the search results as an interactive concept map complete with key facts, websites, videos, images, concepts, and a built in location for your own notes.

In addition to providing great information on a specific search term you can click on a tab titled "Journal" to complete writing assignments within the same application. Teachers and students can also click on a final tab titled "?Quizzes?" to see, hundreds, of interactive multiple choice questions on the searched topic. I feel all of these components are an extremely valuable resource to both teachers and students. Please give yourself five minutes to experiment with it so you can experience its true potential.

#67 5/12/15 (IE Tab on Chrome)

I think that at this point many of you have seen the power of the chrome browser and have made the switch to using it exclusively. Chrome has become one of the most if not the most powerful browser for the web. But, this still doesn't mean that there are a few different websites out there, many government type sites, that are optimized for Internet Explorer. There are also some websites that users say they prefer to access using Internet Explorer because the usability is better.

Well, what I'm presenting to you here is the ability to access a website using Internet Explorer without actually having to close out chrome and open up a separate Internet Explorer browser. The Chrome IE Tab extension allows you to run IE from within a tab in Chrome enabling you to display such web pages without leaving Chrome, and you can configure the extension to do so automatically for URLs you specify. Click [here](#) to read the documentation about the Chrome IE Tab extension. Click [here](#) to download the extension from the chrome web store. Please keep in mind that this extension will not work with a chromebook. Once downloaded there will be a few steps to download and run the application but overall is very quick and easy to use. As always, please let me know if you have any questions with this item or anything else. Enjoy!

#66 5/5/15 (Flippity.net; online flash cards)

For this weeks tip I wanted to share a website that I found that will, among other things, allow you to create online flashcards. The application utilizes a Google Sheet and also allows for the generation of a printable quiz. It is a great tool for both teachers and students to use for creating and viewing flashcards. I have created a quick video tutorial about the application www.flippity.net, which can be found here: <https://youtu.be/JS67VI5q4Jo>

#65 4/28/15 (Google Classroom Updates)

There are a few huge updates that were just released for Google Classroom. I have heard many of you asking for exactly these items.

The first update is the ability to add a co-teacher to your Classroom. When going to the “About” section of your classroom, you have the ability to Invite any teacher that is in your list of contacts. (If you need assistance making sure your co-teacher is in your contacts list, let me know). Any invited teacher can then accept the invitation via an email that was sent or by visiting their Google Classroom main menu page.

The second update allows you to create announcements and assignments and save them as drafts to be posted at a later date. This allows for the creation of an entire units worth of assignments at one time if you would like, and then release them to your class as needed. This is simply done by clicking the drop down arrow next to “Assign” or “Post” and choosing to save as draft.

Third is the ability to have grades for an assignment saved when you enter them for a particular assignment. You no longer have to return them immediately. Grades can be recorded, changed, etc. until you are ready to release to entire class or whenever ready.

Finally, a change that will not be apparent to us because our GMail is inoperable, but will be huge when it is, is the way we will be notified of comments sent privately to and from a teacher/student. Before, when a teacher received a private message from a student on an assignment, the only way for a teacher to see that was to go to the assignment and check for messages. Now, an email will also be sent with the content of that message.

We can definitely see how Google is responding to the requests of teachers and the features are getting better and better. [Here is a link](#) summarizing these updates. I hope that you will enjoy these updates and the more that are sure to follow. Please let me know if you need any assistance in using this fantastic tool with your classes.

#64 4/14/15 (Parapara Animation)

As I sit here at home between two sick kids hoping that I will be spared, I wanted to make sure you all received your weekly dose of useful (hopefully) tech tips. Sometimes we go looking for another way for students to present information to us. I found this little web based application called [Parapara Animation](#) to create stop motion animation films. It is very easy to use by simply drawing a slide with a colored pencil then adding a slide and continuing on with the same process. The final product can then be emailed or accessed via a url or qr code, all of which are presented to you after you finish. An embed code is also given so that you can include it on your website.

I think that this could be a cool little tool for teachers to use to explain some concept or for students to use to tell some sort of story. You can see a quick example I made here: <http://parapara.mozlabs.jp/characters/5055>

#63 4/7/15 (BrainRush)

This week I wanted to highlight a site called [<http://www.brainrush.com/>]BrainRush that I found that presents various topics in the form of a game. Students work toward mastery of a subject by playing a game developed by other users.

As a teacher you can develop your own activities, create a class and assign your own or other activities from the library or play yourself. There are individual activities as well as full playlists. You and your students would want to log in with your medwayschools.org account so that all progress can be tracked. One of the best parts about these activities is that they are adaptive to your skill level.

Have fun exploring and please let me know if you have any questions.

#62 3/31/15 (Text formatting in Docs Comments/Chat)

Here is a quick and easy one for you. When you are working within different Google Docs and are either leaving comments or in the chat field you have the ability to format your text in a couple different ways by using some simple symbols.

If you use " * " before and after words it will make the word bold. Example: *fantastic*

If you use " _ " before and after words it will make the word in italics. Example: _seriously_

If you use " - " before and after words it will create strikethrough. Example: -groceries-

Go ahead and try it out on one of your documents.

#61 3/24/15 (Migrating Files to Google Drive)

Ever wish you could have access to those documents you saved on your H: drive? Are you tired of carrying around all those flash drives? You can have all your documents in an easily accessible place, and more than likely you are already using it; Google Drive. The video you see [here](#) walks you through the process for copying your files from a location like your H:drive to your medwayschools.org Google Drive. Enjoy!

#60 3/17/15 (Learning New Technology)

Happy St. Patrick's Day! This week I am not presenting any new tools or resources for you to try and wrap your head around. When it comes to learning new things, especially in the area of educational technology the phrase we all know, "Use it or lose it" really rings true. I would never expect everyone to master, much less use all the different things I present within these tech tips or during any other time we talk. But, I do hope that there are some items that really grab your attention and you try to incorporate into your teaching. With this tech tip, I want to suggest a strategy for you to employ. Choose one small thing that you want to learn or try out. This could be as simple as opening Google Drive and creating a document or can be as involved as creating an interactive video using Edpuzzle. Whatever it is, do it every day for a week. This will help ingrain the process for using that tool or resource into your memory. Continue to use this strategy for anything that you feel would benefit you and/or your students.

#59 3/10/15 (Custom Search Engine)

Ever wish you could create a personalized, customized search engine that searches only across sites that you specify and displays results that you know will be right for you or your students? Google Custom Search Engine (CSE) allows you to do just that. All you need to do is choose the websites and pages you'd like to search, then follow a few simple steps to create a CSE. Think of it as putting the power of Google web search to work for you. Thanks to Paula Johnson for finding this resource. Please click [here](#) to view the video tutorial.

#58 3/3/15 (Tour Builder)

Welcome to another edition of Tech Tip Tuesday. The tool I am presenting you today is brand new and still in its beta stage. But, already I can see that it can be an extremely powerful vehicle for presenting information. It is called Tour Builder and utilizes the power of Google Earth. I am providing two links here for you to check out.

[This link](#) is a video showing how a teacher and students use the Tour Builder resource.

[This link](#) is an example of an existing tour, actually the one the teacher created in the video you saw above.

Please let me know if you have any questions or would like any additional assistance in using this awesome resource

#57 2/24/15 (Grammarly)

Welcome back everyone. I hope that you all had a relaxing break. This week I wanted to present you with a little chrome extension called Grammarly. This little extension will correct phonetic and spelling mistakes, grammatical errors and other improper word and punctuation usage. By having this installed, anywhere you are typing on the web; email, twitter, facebook, etc. you won't have to worry about these types of mistakes. In addition to the extension you can go to the Grammarly website and upload documents to check for errors. [This video](#) shows the power of this tool and how it catches so much more than other spell and grammar checkers. By signing into the site it will begin creating your own personal library to check against as well as provide you an option to sign up for premium features for a small fee. Keep in mind that the use of the Grammarly site is not necessary if you just want the [Grammarly extension](#) running in the background to correct your typing when using the web. Hope you enjoy this and always, please let me know if you have any questions.

#56 2/10/15 (Doc to Form Add On)

There is a new add on for Google Docs that has recently come out of Beta and is ready for all to use. It is called Doc to Form. Doc to Form allows you to quickly and easily create a Google Form from within a Doc. Simply select text and click a button to add your questions. You can choose from a variety of question types - ideal for converting traditional worksheets to Google Forms.

[This video](#) gives you a quick walkthrough.

#55 2/3/15 (Grading Writing in Google Docs)

Working on writing while using Google Docs is an unbelievable opportunity to interact and engage with student throughout the entire process. Something that was unavailable to us using traditional methods of rough drafts, handing in, etc. We now have the ability to check in on students at any time during the writing assignment. While we are checking in we can leave comments and feedback and actually interact with students through those comments and also a chat feature.

In talking with many teachers that work with students on grammar and writing it has been found that the ability to leave those “red pen” marks is not there and just not the same. You're right, it is not the same, at least not right now. There may be a time in the future where we will be able to easily draw over the tops of the documents and leave the same symbols and things that we are used to putting on papers. But, for now this is not an option. Just because we don't have this ability doesn't mean we shouldn't try to adapt and make the tools work for us. There are different strategies out there, but I want to mention two, one of which I covered as my Tech Tip on 4/1/14 (Kaizena). For Kaizena, please see my tip from last year. The other option is more of a strategy than a tool. When grading papers, many times you find yourself leaving some of the same feedback. In addition to setting up automatic comments which I covered on the 9/14/14 tech tip, you can compile a master list of comments in a Google Doc, maybe even one that is shared with your fellow writing teachers to add to. This way, simple phrases or even longer paragraph feedback can be copy and pasted quickly and easily into students documents or comments.

#54 1/20/15 (Google Classroom App)

It has arrived. The Google Classroom mobile app is now available for android and ios. Now, both students and teachers can keep track, work within and stay up to date with their Google Classroom right on their phone or tablet without having to navigate through a browser. More features will continue to be added to the mobile app just as they have come to the regular application. One cool feature that the app has is the ability to use the integrated camera as an option for assignment submissions. An example could be to have an assignment to find different geometric figures represented out in public and pick the option to use the camera as the assignment submission.

[<https://play.google.com/store/apps/details?id=com.google.android.apps.classroom&hl=en>]Click here for the Google Play Store.

Go to the App store for your iPhone or iPad.

#53 1/13/15 (Google Tasks)

There is a little feature that we have available in our Google Calendar called Tasks that some of you may know of and use. It is a great little tool for developing lists of things to do, setting up reminders, etc. You have the ability to set up tasks with or without due dates, check them off or uncheck them, print them out, sort by due date and many other little tricks. In addition to being available in Calendar they are also connected to the same GMail account. So, if the time comes for us to some day switch to using GMail as our primary mail service this will become even more valuable.

[<https://support.google.com/calendar/answer/144246?hl=en>]This link describes simply how to use Tasks in Calendar and [

https://support.google.com/calendar/answer/106237?hl=en&ref_topic=1672528]this link describes the use in GMail.

#52 1/6/15 (Synergyse)

This tip will provide you with a link to a tool called Synergyse. It is a training module for Google Apps. It is really amazing. It is completely interactive and works with your own personal google drive. You learn while you use your actual Google Apps. If your in Docs, Sheets, Forms, Classroom, GMail, whatever you will see a Synergyse icon at the top right with the available training for the application you are currently using. When inside Google Classroom, all the training modules there are completely free. When you are in other apps I believe you get 5 or so free then you would have to pay 10 bucks for the year. All in all it is worth it for even just the Classroom portion. The link to install the app is here:

<https://chrome.google.com/webstore/detail/synergyse-training-for-go/idkloemkmlbemiijamdiolojbffnjlh?hl=en>

#51 12/16/14 (Connecting Apps to Drive)

You are able to create and start different types of documents, projects and applications directly from your Google Drive account. You may have even done this without knowing it. By connecting different types of apps to your Drive you can easily work with many types of programs all from one place. Check out [this quick video](#) that explains the process for adding apps to Drive.

#50 12/9/14 (Socrative Revisited)

Hello everyone. First I just wanted to say thank you to those that have already participated in the Hour of Code and those that will be over the next couple days. Yesterday there were a few issues with the Code.org site crashing due to high traffic. I believe the necessary changes were made overnight to address those issues as today has gone perfectly so far.

For the tip today I am revisiting one I had posted from last April. This was regarding Socrative. Recently we have been able to push out this app administratively to all Google accounts. This means that on any device that you sign into chrome or a chromebook these apps will be instantly available and ready to use. With that said, keep in mind that it is just as easy to have the student app installed on student smartphones as well. This app is a simple way to incorporate the use of those student phones in a productive way in the classroom. You can check out [http://youtu.be/nnMYCD__41e?list=UUV2DgtfSPB_4nhCQNtxH6Vg]this quick video tour of the product that I put together. Please let me know if you would like me to assist you in using this tool in your classroom.

#49 12/2/14 (Adding Subtitles to Video)

<https://www.youtube.com/watch?v=iobGTL1nPTg#t=22>

#48 11/25/14 (Problem Based Learning Activities)

Problem Based learning activities quite frequently are the basis for integrating technology into your classroom and individual lessons. When you break these problems down and look at the individual components that are required to successfully complete such an activity, all of the steps

lend themselves quite easily to using some form of technology. I found an infographic that you can see below that outlines the process for developing and working through a problem based activity. As you view each step take into consideration the different technology tools that you know of that can be utilized. For those areas you struggle with in terms of what is available to effectively integrate technology, use that as a question to bring to me so that we can sit down and talk about it.

I hope you find this infographic helpful and informative and I look forward to working with you on one of your next problem based activities.[Image:problem based infographic.png]

[Reference link](#)

#47 11/18/14 (Importing Google Contacts)

Today's tech tip has come because of requests by teachers for the names to pop up in Google Docs when sharing just like First Class. The video [http://youtu.be/9YvWfEDFKbI?list=UUV2DgtfSPB_4nhCQNtxH6Vg] here in conjunction with the attached csv files will allow you to import Google Contacts. This process will prepopulate your contacts by school and the names will now pop up when sharing when you start typing the first letter.

You can also then begin creating contact groups so if you consistently share with a group of people, lets say the English teachers, you can create a group with just those teachers so that when you share a document in the future you can just put the address of that group and it will get shared appropriately.

Please let me know if you have any questions or would like any help with this.

#46 11/6/14 (Technology Integration Website)

A new website launched by myself and Paula Johnson aims to provide parents, teachers, and students a resource for learning about and finding new technology tools to use in the classroom.

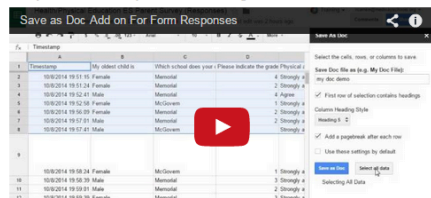
Technology Integration in Medway

[Performance Task](#) [Tools of the Trade](#) [iPad](#) [Google](#) [Celebrations](#) [Technology Standards](#) [Elem Teachers](#) [MS/HS Teachers](#)

In order to receive updates from the Celebrations page, please click on the Subscribe button below.

[Save as Doc Add On](#)

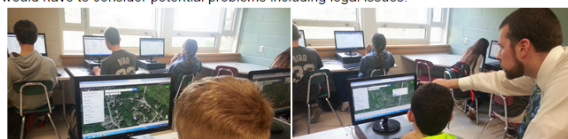
This Google Sheet Add On allows you to view Form Responses cleanly within a Google Doc.



[Drones delivering pizza??](#)

Students in Mr. Jasinski's Physics class utilized Google My Maps to create a map that compares the distance traveled over public roads (scalar quantity) and the displacement (vector quantity) from location to location.

Their task was to make an argument to determine if the use of drones could revolutionize local food delivery. Students would have to consider potential problems including legal issues.



It is possible to search the tools by performance task, type of device or even by a specific application. When a certain tool is identified you can quickly and easily access who the target audience is, a brief description, training videos, and what platform it can be used with.

On this site you can also be notified of new training information that was created in house by our Technology Integration Specialists. When a new video or training resource is created it will be posted on the New Technology Training Information page.

Be on the lookout for showcase classrooms on the Celebrations page of the website. It will offer you insight into the innovative activities happening in our classrooms.

You can also subscribe to the New Technology Training Information page where myself and Paula will be posting any new technology training videos they have created.

The Technology Integration in Medway website is a one stop shop for finding the appropriate tool for the job. Please take the time to visit our webpage [here](#) and a quick video description [here](#). You will find contact information for both myself and Paula there and we are always happy to receive any questions, comments, or feedback. Your feedback will help us make this site better for us all.

#45 10/28/14 (EduCanon & EdPuzzle)

Do you use videos in your lessons? Wouldn't they be even better if they were a little more interactive? There are some ways to easily make this happen. There are two sites I want to mention that will allow you to take a video and insert questions that students are required to answer before allowing the video to continue playing. These sites are [

<http://www.educanon.com/>]EduCanon and [<https://edpuzzle.com/>]Edpuzzle.

Definitely watch the video on EduCanon's website which explains how it works by using the tool. You also are provided with data on your students and how they answer the questions.

Edpuzzle allows more freedom in editing the actual video and even inserting your own audio notes and audio over the video. Can't find a video out there that you really like. Feel free to upload your own as well.

Please feel free to contact me if you would like help with either of these tools or anything else for that matter.

Thank you to Julie Lafferty for presenting EduCanon at our last middle school technology meeting.

#44 10/21/14 (Google Keep)

I have had a few of you recently ask what I was looking at on my computer. What you saw was a bunch of colored boxes with notes in them. This tool is called Google Keep and I have been using it for close to two years now and it is a great way to keep myself organized as far as all the tasks I need to accomplish. Below is a description pulled from the app itself and how to get it on your phone and web browser. If you need any additional help using or installing this, please let me know.

Quickly capture what's on your mind and be reminded at the right place or time. Speak a voice memo on the go and have it automatically transcribed. Grab a photo of a poster, receipt or document and easily find it later in search.

Capture what's on your mind

- Add notes, lists and photos to Google Keep. Pressed for time? Record a voice memo and Keep will transcribe it so you can find it later.

Find what you need, fast

- Color code notes to quickly organize and get on with your life. If you need to find something you saved, a simple search will turn it up.

Always within reach

- Keep works on your phone, tablet and computer. Everything you add syncs across all of your devices so your thoughts are always with you.

The right note at the right time

- Need to remember to pick up some groceries? Set a location-based reminder to pull up your grocery list right when you get to the store.

Available everywhere

- Try Google Keep on the web at <http://keep.google.com> and on the Chrome Web Store at <http://goo.gl/pQvKtH>

#43 10/14/14 (Video Screen Capturing)

Some of you may have seen various videos that I have created as tutorials for the different forms of technology being used in the classroom. As a teacher you can take advantage of the same screen capturing tools to provide various information to your students. I wanted to share with you two of the tools that I use, both of which are chrome extensions.

First, is [Screencastify](#). This tool will record all screen activity including audio from either a tab, your entire desktop or even your webcam. If you decide upon capturing a tab or your desktop you can choose to also have your image obtained from the webcam broadcast in one of the corners of the screen as well. I use this tool if I want my image to be shown along with the content.

Second is [TechSmith Snagit](#). This is a chrome extension and app. You must install both to use it. This app will also allow you to record audio and video from a given tab or your entire desktop. In addition to video, Snagit also allows you to grab and annotate over screenshots of a region, visible, or scrolling area of your desktop.

The videos that are recorded using both of these apps can then be easily shared and/or saved with just a couple button clicks on Google Drive or YouTube. Please let me know if you would like any further assistance with these tools and their use in your classroom.

#42 10/7/14 (Google Drive and ATLAS)

Do you have your unit materials all neatly organized in folders on your computer? Do you spend quite a bit of time uploading the individual files as links in a specific box within ATLAS? Well, you can streamline this whole process by uploading those folders to your Google Drive. Once those folders are in your Drive you can make it accessible by anyone with the link and link that folder on

ATLAS. You will no longer have to add individual files to ATLAS if you don't want to. You can simply add the files to your Drive folder and it will automatically update on ATLAS. This solution works fantastic when editing your "Working" map.

When it comes time to finalize the "District" and "Publishable" map you will then need to link the individual files as you would have in the past. The reason for this is that by linking the shared folder of resources you are still the sole owner of those files. By linking the individual files it takes away sole ownership of those materials by you and allows for other individuals to have full rights and access. Please see [this video](#) regarding the folder linking process.

#41 9/30/14 (Common Assessments and Google Classroom)

Hello everyone. I have been in and out of PLC's, department and grade level meetings and have seen quite a bit of talk and work with common assessments. Using Google Forms is a great tool for creating those assessments. While I have provided tutorials regarding how to create those forms [http://youtu.be/o-YpmLltFRY?list=PLhztR0goJ3rfP9ifl617AwKENE7Ddgqt_] this video addresses what you can do when that assessment is ready for delivery. I tell you how and why you need to make a copy for each teacher and/or class and then show how to deliver that assessment via the Google Classroom. This video is #9 in the Google Classroom Tutorials series that I am working on.

#40 9/23/14 (mobile control of websites/presentations)

Almost all of you have a smart phone in your pocket these days. Make that piece of technology a valuable tool to you while you teach. I have found two apps that work with each other to do just that. The first app is called deMobo. This app would be installed on your phone. You can get the link to download [here](#). This app allows for interaction between your smart phone and different websites on your computer, including presentations. The second app would be installed on your computer and is called Presentation Remote. The link to download is [here](#). From this link you can access an instructional video. For those of you that use many presentations and don't have a mobile clicker, this is for sure a great answer. If you need any help installing or figuring out how to use this tool, please don't hesitate to schedule some time with me. Have fun!

#39 9/16/14 (Automatic Comments)

If you are using Google docs with your students you have definitely typed some of the same phrases over and over again while leaving feedback. [Here is a 30 second video](#) showing how you can quickly setup auto replace rules to say complete sentences with just a few letters.

#38 9/9/14 (Google Classroom)

As you might have noticed I am a little excited about the availability of Google Classroom. I truly believe this is a great tool that can easily be implemented in your classrooms. During the course of

the last week I have offered a couple sessions regarding Google classroom that had an extremely low attendance. I understand that the beginning of the year is extremely busy and attending after school sessions can be rough. But, I truly believe the Google Classroom will add an exciting element to your classrooms. I hope that you can find the time to watch [<http://youtu.be/VU9ola7OCPY>]this video, which is a quick look into what Google Classroom looks like. You can also click [<https://support.google.com/edu/classroom/#topic=6020278>]here to find all the information you would need to run your Google Classroom.

If this tool interests you please email me to schedule some time to talk more about this and even get your classes rolling. We can meet individually or in groups. Your PLC may be a great time to bring me in to talk more about this.

Thanks for your time and I hope I get to talk with you all more about the Google Classroom.

#37 9/2/14 (Welcome Back; Google Sign In)

Welcome back everyone. I hope that you all had some time to relax during this summer. Seeing as it is a Tuesday I felt I should start things right off with my Tech Tip.

I didn't want to get into too much as it is the first day. Today I just want to make sure that you all know how to log into your Medway Google Account. This is going to be a tool that you use more and more as the school year progresses. Click [

https://docs.google.com/document/d/1Daggkj4bNHYbBw9BEb_P3bCu5nce7aeb3cLXoaUkZlg/edit?usp=sharing]here to see the instructions for the initial sign on procedure. I also have a video which you can see [

<https://drive.google.com/file/d/0B1V-NA6eDAprMERDZmZWS1N5clU/edit?usp=sharing>]here.

#36 6/24/14 (End of Year Thank You)

And here we are, the last day of school. I just wanted to use this last Tech Tip Tuesday to say thank you to everyone for making this such a fun and exciting year for me. I appreciate all the hard work by all of you and your willingness to give new ideas and methods a try. I understand that at times it may have seemed like I may have been pushing you out of your comfort zone...that's because I was, and please expect more of that. But at the same time, I will never leave you to flounder around confused and unsure as to what is going on. I will always be there to support you in any new process and give you as much time and assistance that is possible. I welcomed you pushing me as well and challenging my ideas. Those challenges often resulted in some great end results in terms of integrating technology in the classroom.

I enjoyed every minute of this year and had a great time working with all of you. I hope to get more time with those of you that I wasn't able to make regular connections with and for those that I did I can't wait to continue in the fall. There are many exciting things I see on the horizon and I look forward to sharing that excitement with all of you. Have a great summer! Ryan

#35 6/17/14 (itsLearning Rollover)

It has come to that time of year already. The process for getting your itsLearning courses ready for next year is a little different this year. It is actually going to be much easier. As of this summer, MMS and itsLearning will be integrated so that you will no longer have to worry about adding or removing participants from your courses. All of this will happen automatically because of itsLearnings new connection to MMS. Courses for 2014-2015 will be created automatically for you and next year you will do a simple copy of your old course content into the new one.

For this year, when you are all done having students access your itsLearning course, simply unenroll the participants. When it comes to late August and the beginning of next year, we will do the copy portion. If you plan on working on your courses over the summer, work on the 2013-2014 course. Keep in mind that course dashboards do not copy over and will have to be "copied and pasted" later on.

Below you will find links to the document that describes the process for rolling over your courses as well as a link to a video showing the same. Please let me know if you have any questions or would like assistance with this step.

<https://docs.google.com/document/d/1NB54nB9D4NhYIprhhq0wp8324E8hRfmAsNqWnFjjtUc/edit?usp=sharing>
<http://youtu.be/eUeXexMt-8Y>

#34 6/10/14 (Docs as a Study Guide)

With finals coming up for many of your students I thought I would present this strategy for the use of study guides. It has been adapted from a tip sent out by a tech specialist in another district close by.

Looking for a low-stress way to get study guides out to students? Have them make their own, collaboratively!

1. Create a Google Doc and share it with the students in the class so that they "can edit."
2. Make a "Questions" section in the beginning, and then an "Answers" section.
3. In class, assign students to certain units or chapters, and have them create and type in 5 review questions. Of course, they also have to enter the answers in the "Answers" section.

If you have 20 students, this will create a study guide with 100 questions and answers on it, that the students can use for study.

After the document is done, you (as the teacher) can add few questions yourself about topics you think were not sufficiently covered.

Want to spice things up? Make it a game, where each student has to put 5 questions, and include 4 correct answers and 1 *wrong* answer. Then, once the document is done, split students into groups,

and see which group can identify the most wrong answers! Then, together as a class, go back and fix the wrong answers.

#33 6/3/14 (Embedding Audio Files)

The idea for this tip came about because of the need of one of the high school students. This student is working on an assignment that would benefit from the inclusion of audio files embedded in his final project. There are a bunch of presentation tools that do not accept straight audio embedding but take video, one of them being Lucid Press. To get around this, and possibly even enhancing the audio file, you would convert it into a video file.

You may have seen YouTube videos that are only audio over still images. This is what we will be creating. To do this you would use free software like Windows Live Movie Maker and can be downloaded [here](#). Once you have the software open you would click Add Videos and Photos and choose relevant images. You would then click Add Music to include your desired audio file. Once your files are included in the MovieMaker project make sure they end at the same time by matching up the end points.

At this point you can save your project and share to YouTube, which is one of the options. After it is uploaded to YouTube you can then embed the video anywhere you would like.

#32 5/27/14 (World Lens app)

Welcome back everyone. I hope that you all had a fun Memorial Day weekend. For the tech tip this week I just wanted to provide information about an app I just read about last week and have already used a couple times. It is called “The World Lens”. It instantly translates print from one language to another using just your phone’s camera.

You can check out a demonstration by clicking this link: <http://youtu.be/h2OfQdYrHRs>

The following is a description from the developer:

Instantly translate printed words with your phone’s camera!

Word Lens gives you translation on the go:

- NO NETWORK required - results appear immediately on your video screen when you need it, anywhere in the world.
- Easy to use, like the regular camera
- Look up translations by typing them in, or clicking on a word.

Available language pairs:

English ↔ Russian

English ↔ Spanish

English ↔ French

English ↔ Italian

English ↔ German

English ↔ Portuguese

Notes for getting the best quality out of your translations:

- Best used on clearly printed text (e.g. signs, menus)
- DOES NOT recognize handwriting or stylized fonts
- It's not perfect, but you can get the general meaning!
- Keep text in focus by holding it at least one hand-length away and tap-to-focus if autofocus is struggling.
- Turn on the flashlight (if available on your device)
- Zoom in (if available on your device)

Have fun with this!!

#31 5/20/14 (chromebook shortcuts)

I remember seeing my Computer Science friends in college opening and closing browsers, copying text, finding and replacing items, doing all sorts of things all with never even touching the mouse. They seemed to pride themselves in knowing all these different keyboard shortcuts. While I don't need to do everything with a shortcut, they made a mouse for a reason, some of them are quite useful.

If you have used a chromebook before you probably already know that they are pretty efficient and very easy to use. If you haven't used one yet you probably will soon enough. One feature that you probably haven't seen when using a chromebook is their keyboard shortcut overlay feature. On a chromebook, if you press ctrl-alt-? a great interactive overlay appears for all the available keyboard shortcuts. Definitely check it out if you get a chance. Just in case you don't have access to a chromebook I will leave you with a link to some Windows shortcuts.

<http://support.microsoft.com/kb/126449>

Have fun!

#30 5/13/14 (Spellup with Google)

Hello again everyone. With MCAS and everything else that is keeping us busy, I have decided to just share this little game with you. Feel free to check it out when you have two minutes. It is different than other things that I have seen. Feel free to pass it on to your students as well.

Enjoy!

<https://spellup.withgoogle.com/>

#29 5/6/14 (Screen-Free Week; Goobric Update, Google Classroom)

This weeks tip is more or less some interesting information for you to digest. I have an update to a tool that I have given some trainings on, a tool that we may want to see more of and also some words regarding Screen-Free week.

For those of you using Goobric. Goobric now has a memory of "unsubmitted" rubrics. THis means you can now click out of the rubric, scroll through the document, come back later, etc. without losing your scores/comments.

Check this link out regarding the new Google Classroom.

<http://betanews.com/2014/05/06/google-unveils-classroom-a-new-tool-for-teachers/>

While my world as so many of yours involves the use of technology we should all take care to take a step back from time to time. The week of May 5-11 has been designated as Screen-Free week. You can find more information here: <http://www.screenfree.org/>. If you have added me to your circles on Google+ you an also see a great video that has to do with this initiative. <https://www.youtube.com/watch?v=Z7dLU6fk9QY>

#28 4/29/14 (Google Forms)

Welcome back everyone. I hope that you all had a great vacation. This week I am providing you with a link to a great article/video/examples of how to use Google Forms. I have been working with some of you in creating quizzes and tests using forms and then grading them using Flubaroo. This is a fantastic and easy use of Forms. But, there are many other uses as well. Please take a quick look at this article and see some of the examples provided.

<http://technoandteaching.blogspot.co.uk/2014/04/google-forms-how-we-use-it-in-fe-college.html>

Please let me know if you would like me to work with you in developing a form of your own and implementing it in your classroom.

#27 4/15/14 (Socrative)

Recently I have worked with some of you using the clickers in your classroom. While the use of these clickers are simple to use and easy to set up, they are not your only option. You can also take advantage of your students having access to their own devices, which includes smartphones, laptops and tablets. There is an app called Socrative that has both a student and teacher component.

Socrative is a smart student response system that empowers by engaging their classrooms with a series of educational exercises and games. The Socrative apps are super simple and take seconds to login.

For more information you can go here: <http://www.socrative.com/how-it-works>

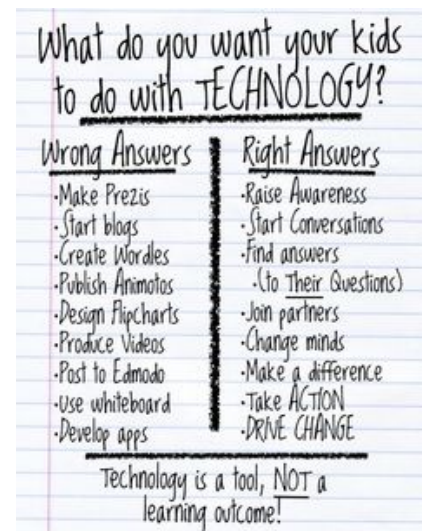
Please let me know if you would like to dig into this further as I would be happy to work with you and your class in trying this out.

#26 4/8/14 (Technology Integration)

I have had the following question asked of me many times; “So, what is it exactly that you do?” There are many different ways in which I can respond, all of which are technically correct in describing what I do. Much of the time, people say something along the lines of, “Oh, you show teachers how to use a Smartboard?” or “You help students do research using the Internet?” I guess these assumptions are correct but it is not really what I think of as my main goal in schools.

My hope is that I am assisting teachers in enhancing their lessons using available technologies. As well as providing staff the necessary support to allow them to take risks with implementing new and exciting things. The end result is often focused on encouraging students to be more creative with the problem solving process and to take pride and ownership in their own learning.

I found the following graphic that somewhat portrays what I am talking about here. Please remember that it doesn’t need to be a specific tool or technology resource that you may ask me to help you with. If you just feel a certain lesson needs a little something to get your students more engaged or if you want to brainstorm different project ideas, that is something I would love to help any of you with. As always, feel free to send me an email or stop me in the hallway with any questions or requests.



#25 4/1/14 (Kaizena)

With the increased use of Google Drive and Docs I will be highlighting different add ons and extensions that are available. The add on that I think some of you might think is very useful is something called Kaizena.

Kaizena allows you to give feedback to students like you always have by highlighting some portion of their work, but now allows you to give verbal feedback via a recording. The students can then

hear that feedback and verbally respond as well.

To get this add on, open a doc and go to the Add-ons menu at the top and click get add-ons. Type in Kaizena and install it. It is a great cool little tool and I would be happy to help you use it.

Check out this video as well for more information:

<https://www.youtube.com/watch?v=pHxD9xeztZc&feature=youtu.be>

#24 3/25/14 (Doctopus and Goobric)

It was bound to happen. I missed posting my Tech Tip yesterday. I am now encroaching on What Works Wednesday. Sorry Shanley and Aubrie. Here goes nothing.

Many of you are using Google and I am getting quite a few questions and requests about the tools available. The things that you are currently doing are great and I want to enhance what you are doing with some of the add-ons that can be used in conjunction with Google Docs and Sheets.

Within the next month I will be holding an after school workshop on Doctopus and Goobric with the sign up being posted via first class soon.

Doctopus is an add on for Google Docs and Sheets that allows you to distribute an assignment quickly and easily to any of your class rosters. It will automatically distribute, name, and share the assignment any way you would like. Following the distribution it will automatically create a spreadsheet with you roster and have a link to all of the students work. This will allow you to quickly and easily grade all the assignments from one central location. In addition to using Doctopus you can add on something called Goobric. Goobric automatically attaches a rubric that you have developed or chosen to that particular assignment. You can then click on the cells within that rubric to grade the assignment and all the grades are posted into the original spreadsheet that was created through Doctopus.

While all this may sound confusing, once you have used it or even seen it once or twice it becomes very simple and such a time saver and great organizational tool.

Feel free to play around with it on your own, or else I look forward to seeing you at the training.

#23 3/18/14 (Google Hangouts on Air)

Lately I have been talking with a few teachers and their desire to do some screencasting of their lessons. In many of the cases these teachers have access to an iPad and apps like Explain Everything. Recently I was asked, but what if I only have access to a chromebook? How can I screencast a lesson using that?

I have been utilizing Google+ quite a bit for information including participating in some Google Hangouts. I realized that using Google Hangouts on Air

(<https://www.google.com/+/learnmore/hangouts/onair.html>) was a solution to this need. With Google Hangouts on Air you can broadcast a lesson live to your students which can then be saved,

edited, and shared later on. Of course, you can broadcast this to nobody if you wanted to in order to just save and edit to be able to share in another location. During this hangout you can use your camera to show yourself on screen or you can choose to share your computer screen which may have certain websites your explaining or a virtual interactive whiteboard that you are using. All of the hangouts that you create are saved on your medwayschools.org associated youtube account. Anywhere that you can access your Google+ account you can broadcast a Google Hangout on Air. There are even more extremely powerful uses of this tool beyond what I have explained here, including holding remote study sessions, virtual office hours, and remote desktop connections. Please let me know if you would like to meet any further to explore this great resource.

Have fun playing!

#22 3/11/14 (QR Codes)

This week's tip is about QR codes. You may have seen them around but are not sure what they are and why they are there.

A bar code that can easily be created to do a variety of things including opening a web page, sending an email, or even dialing a phone number. This action is completed when the code is scanned by a device.

To obtain one of these QR code is as scanners just go to the app store or Play store and type "QR code scanner". Select and download one of your options.

Once you have downloaded the scanner, open it. It should activate your camera. Center the code in the frame and it should activate the action. You can use the one below as a test.

I use the site below to create any QR codes that I need.

<http://www.qrstuff.com/>

Some educational uses for QR codes:

- Get your students quickly and easily to a website by projecting the related code or printing it on a handout.
- Have a Google form you want your students to fill out on their iPod touches or cell phones? Just show the related code on your projector screen!
- A QR code on the back of a book could "take" a student to a web page about the author or to page of book reviews.
- You could print the codes on labels, or print them on paper and tape them to the book.
- A QR code in a learning station could take students to a web page with instructions, information, or even a video
- Displaying student artwork in the hallway? Add a QR code that provides additional information about the student-artist.

I hope that you find this useful, and as always please let me know if you would like my assistance with anything.

#21 3/4/14 (Google Search features)

How's it going everyone? I found this great little video showcasing 7 of the many cool features of Google Search. Please take the time to watch this 5 minute video as I am sure there is something in it that you will enjoy and use. Have fun!

<http://youtu.be/J9cMyFWpwpM>

#20 2/25/14 (Google Calendar)

Welcome back. I hope that you all had a good vacation. I am noticing that more teachers and students are gravitating toward the use of Google apps, which includes the Google Calendar. This tech tip is more of a benefit for students than anyone else and could be a great tool for them to stay organized and up to date on assignments, etc.

The first piece that is necessary is for you as a teacher to create a class calendar on Google for each course you teach. In this calendar you can put due dates, test reminders, and you can also attach documents to dates such as study guides. This can then be added to your itslearning page (best option) or a link provided somewhere for others to access. Once this calendar is available students then have the ability to add it to their account. In order for students to add it to their account they need to have gone through the introduction to set up their medwayschools google account. By adding the calendar to their account they will be able to access that information from any device they own that is synced with their google account. My hope would be that all teacher create one of these calendars and when students start a new year or semester one of the first things they would do is add their teachers calendar to their own. This way they can see all of their classes and important dates in one spot that is personalized for them.

Many teachers are already having successes doing this and I would be happy to sit down with any of you to get this process started, just let me know a good time. I look forward to helping you get this ball rolling.

Enjoy!

#19 2/11/14 (Safer Internet Day)

Good morning everybody. In case you didn't know, there is a pretty big holiday this week. Yes, your right, its Safer Internet Day. Today is the 11th Safer Internet Day and is shared globally. So as it has fallen on a Tuesday I felt it would only be fitting to provide information about this day as my Tech Tip. Below are a couple links to some interesting information and resources for Safer Internet Day 2014. Enjoy!

<http://www.saferinternetday.org/web/guest/sid-2014>

<http://www.google.com/safetycenter/>

#18 2/4/14 (MOOC)

Have you ever heard someone refer to a MOOC? The word MOOC stands for "Massive Open Online Course". These are courses that are offered for free online and open to a large number of participants. Many of these courses are very good and are offered through universities such as MIT, Harvard, and Yale. If participating in well developed free online courses is something you are interested in, the link below will send you to a site that contains links to the top 10 sites for information about MOOCs. Not only may you find this valuable but it may also be something you pass on to your students.

<http://www.bdpa-detroit.org/portal/index.php/comitees/high-school-computer-competition-hsec/29-education/57-moocs-top-10-sites-for-free-education-with-elite-universities.html>

#17 1/28/14 (Lucid Chart)

Does anybody create knowledge maps, do mind mapping, diagramming of any kind? We have access to a tool called LucidChart. It is actually the original product from the same people that have put out LucidPress, which I have mentioned to some of you. I have included a link below to a one minute video describing what LucidChart can do. Best of all it is completely integrated with our Google accounts, both teachers and students. If this is something you are interested in hearing more about or want to try and use with your students or colleagues, please let me know and I would be happy to meet with you.
Enjoy.

<http://youtu.be/xtDym9Iasbo>

#16 1/21/14 (Connected Classroom)

Good morning everybody. I hope you all enjoyed your long weekend. This weeks Tech Tip is a follow up to the one I presented last week on Google+. Having access to Google+ gives you the ability to join Google's Connected Classroom. This resource provides virtual field trips to students and teachers. You can click this link to find out a little more.

<http://connectedclassrooms.withgoogle.com/>

Also, I have attached a [pdf](#) file with more information on using Connected Classrooms. Please remember I will always be able to assist in helping you implement these ideas/projects. So, please feel free to email me with any questions or to schedule some time for us to meet.

#15 1/14/14 (Google+)

As a district that is beginning to utilize Google Apps for Education (GAFE) on a more frequent basis I wanted to spotlight one component that I have been using both personally and professionally for a couple years now, Google+. Recently this app has been opened up for use to all faculty here in Medway when using your medwayschools.org Google login. There are many ways to get to Google+, but following this link will get you there [<https://plus.google.com/>]<https://plus.google.com/>

Joining communities within Google+ and connecting with peers and other like minded individuals will provide you with a wealth of resources to use in your classroom. There is so much that can be done with Google+, but the use of communities and groups is an easy way to start and provides a huge bang for your buck.

In addition to professional purposes there are also many great things that Google+ can do for you personally. One example is the back up of any pictures you take with a phone that is linked to your account.

Definitely feel free to play around with it using your personal Google account if you have one, or start right up with your medwayschools.org account. I would be happy to help you get started if this is something you feel you would be interested in and need help with. Send me an email anytime to schedule a time for us to check in.

#14 11/8/13 (Technology Integration Matrix)

Welcome back everyone. I hope that you all had a great holiday break. The tip that I sending along today is more of a resource. It is called "The Technology Integration Matrix", which can be found here [<http://fcit.usf.edu/matrix/index.php>]<http://fcit.usf.edu/matrix/index.php>

This is a tool to evaluate how you integrate technology in your classroom and also gives you great examples of how it is accomplished at different stages/levels.

I hope that you find this interesting and I would be happy to talk further with you about it.

#13 12/17/13 (Connecting with Parents)

I stumbled across this quick article on different ways to connect with parents. Let me know if you would like help implementing any of these ideas.

"Determining how to reach the new set of parents is always at the forefront of teachers minds as they head back to school. Just like groups of students, every year brings different parents and the same communication methods don't always work each year. Here is a list of suggestions for teachers rethinking their routines, wanting to mix it up a little this year."

<http://gettingsmart.com/2013/08/ten-tech-tips-for-team-building-with-parents-for-back-to-school/>

#12 12/10/13 (Pinterest)

<https://www.pinterest.com/seminoleshapman/instructional-technology-tips-and-tricks/>

Hello all. I hope those of you that are participating in the Hour of Code this week enjoy it and find out something new regarding computer science and coding. Please let me know if you have any questions about the initiative.

I have heard from some of you and have seen that there are some out there that use Pinterest for a variety of purposes. I wanted to make sure that you know it can also be a very useful tool for professional purposes as well. The link you see below leads to a pinterest board containing interesting technology tips and tricks. If you would like further information on how to use pinterest or set up an account just let me know.

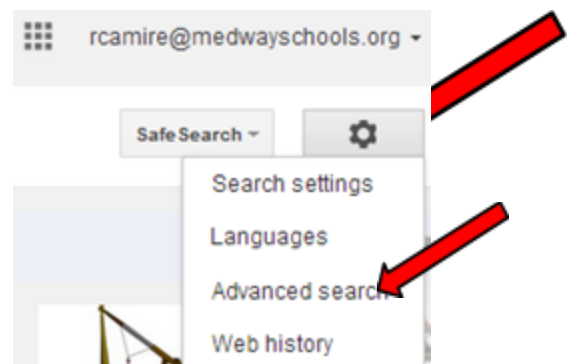
#11 12/3/13 (Copyright and Images)

Working with Images

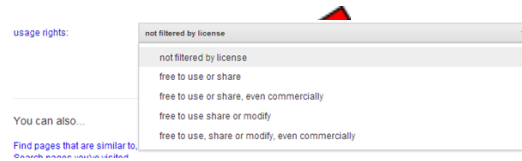
*Legally you cannot use just any image you find out on the internet. Some images are protected by copyright and cannot be used without permission. There are many places to find images that are free to use. Mostly you will run into images that fall under a Creative Commons license, which almost all of the time will allow you to use that image without permission.

To start searching for images:

1. Go to Google.com and click Images
2. Type in a search term for an image you are looking for
3. When the results are returned click on the little gear at the top right of your screen
4. Select Advanced Search
5. In the very last dropdown box called “usage rights”, change the selection to “free to use or share” and click the “Advanced Search” button



6. At this time I would bookmark this page so that you do not have to go through changing settings to find free to use images. You will notice that one of the filter options is now “labeled for reuse”, which you can change via the drop down menu



#10 11/19/13 (Google Helpouts)

Hello everyone. I made it. It's still Tuesday for a couple hours. Lately I have been doing all sorts of things within the Google realm and just recently stumbled upon Google Helpouts. With Helpouts you can get help from different people with various expertise in a variety of topics. You can choose to get help immediately or arrange for a later date. You also have the ability to be a helper. Some of the sessions are free and some are for cost. Definitely check this out as a resource.

The site can be found here: [<https://helpouts.google.com/home>
]<https://helpouts.google.com/home>

#9 11/12/13 (Presentation tips)

Welcome back everybody. I hope that you all had a nice long weekend. Just like everyone else in education, I sit through many presentations and create just about as many too. We all have our opinions as to how engaging or effective a slide show presentation can be. This article that I read today touches on many of the building blocks that lead to a well developed presentation. I hope you find value in this. Enjoy.

<http://www.edutopia.org/blog/8-tips-classroom-presentation-jason-cranford-teague>

#8 11/5/13(Todaysmeet.com)

Good morning everyone. Something that has popped up in various locations for me lately is todaysmeet.com. It can be found here: <http://todaysmeet.com/> I first saw this when Mike Rubin showed it to me earlier in the year and saw the potential it had for me when conducting meetings or trainings. I have since seen it used in different workshops I have participated in.

I was thinking that it may be something fun and interesting to use in the general classroom. Maybe on a day that you have planned to do a little more lecturing than usual you can plan to create a todaysmeet room to allow questions and comments to flow while you are giving your lesson. You can then use what is being said on todaysmeet to tailor your lecture to meet the immediate needs of the classroom. Students can be encouraged to use their own devices to communicate; phones, tablets, laptops, etc. I understand that, especially in the middle school, not all classrooms will have the capabilities to utilize this resource because of a lack of student devices or even school computers. But, if you have a class scheduled for a computer lab or mobile devices are available in

the classroom, set up a todaysmeet room and encourage students to use it to get clarification and answers to their questions. As a teacher you can use it to adjust your instruction on the fly or view the transcript later and provide the answers to students the next day.

With all of this said, I would be happy to come and talk to you more about this or even come into a class and help you set it up and introduce it to the students. Please check it out and let me know if there is anything I can do for you.

#7 10/29/31 (First Class tips)

Another Tuesday is here. This one is not so much a fun and exciting tip, but I have had a few questions regarding our email lately so I was able to find a document with a bunch of tips for using First Class.

The document can be found here: [<http://hzsd.ca/FirstClass/Docs/TipsnTricks>
]<http://hzsd.ca/FirstClass/Docs/TipsnTricks>

Also, to meet the requests of a bunch of you I have created a folder in the conference called Tech Tips and copies of these will go there as well. Please always remember to let me know if there is anything at all that you would like assistance with.

#6 10/22/13 (Search Tricks)

1. Here are some simple search tricks when you are using Google.
2. Use "view:timeline" followed by whatever you are researching to get a timeline for that topic.
3. If you want a definition without having to track down an online (or a physical) dictionary, just type "definition:word" to find the definition of the word in your results (i.e.: "definition: serendipity" will track down the definition of the word "serendipity").
4. If you know you want to look up Babe Ruth in Wikipedia, type in "site:wikipedia.org Babe Ruth" to go directly to the Wikipedia page about Babe Ruth. It works for any site, not just Wikipedia.
5. If you know you only want results from an educational site, try "site:edu" or for a government site, try "site:gov" and your search term to get results only from sites with those web addresses.
6. If you know you want a PDF (or maybe an MP3), just type in "filetype:pdf" and your search term to find results that are only in that file type.
7. This handy trick is especially useful when searching blogs, where dates are frequently used in the URL. If you want to know about a topic for that year only and not any other year, type "inurl:2009" and your keyword to find results with your keyword in URLs with 2009 in them.
8. Click "Show Options" on your search result page to have access to tools that will help you filter and refine your results.
9. Search only for items within a number range by putting a string...between amounts (HP laptop \$250...\$600)

10. Put your tracking number directly into the search box to track any shipment
11. Enjoy - [<http://www.mrdoob.com/projects/chromeexperiments/google-space/>
] <http://www.mrdoob.com/projects/chromeexperiments/google-space/>
12. • https://www.google.com.au/search?q=atari%20breakout&source=lnms&tbm=isch&sa=X&ei=PJXqUenmKISkkQWQqYGIBw&sqi=2&ved=0CAcQ_AUoAQ&biw=1366&bih=667&safe=on#q=Celery&safe=active&tbm=isch&tbs=boee:1
] https://www.google.com.au/search?q=atari%20breakout&source=lnms&tbm=isch&sa=X&ei=PJXqUenmKISkkQWQqYGIBw&sqi=2&ved=0CAcQ_AUoAQ&biw=1366&bih=667&safe=on#q=Celery&safe=active&tbm=isch&tbs=boee:1

As always, please feel free to schedule time with me for anything related to your curriculum and technology. I have begun visiting classrooms this week and would like to continue seeing a few classes everyday. I will never show up unannounced and hope to get into all classess at some point. Thanks!

#5 10/15/13 (IFTTT.COM)

I found this cool site recently that helps you stay organized in a way. It is called ifttt.com. It stands for "If this then that". It allows you to create these little rules/programs to connect different services/websites.

Some examples of things you can do:

1. Create a rule that will automatically put your favorite tweets into a google spreadsheet
2. Send all attachments in Gmail to Dropbox
3. Drop favorite tweets into Evernote
4. Send you a text if it is supposed to snow tomorrow
5. Send all photos that you are tagged in on facebook to your dropbox
6. and many more; plus you can create your own.

If you go here you will find more information [<https://ifttt.com/wtf>] <https://ifttt.com/wtf>

#4 10/8/13 (Khan Academy)

Khan Academy

It's possible that many of you have heard of Khan Academy, but maybe not. Some of you may even use it regularly. Khan Academy has an extensive library of content consisting of videos created by Sal Khan. There are also practice exercises associated with various content.

The capability for students to have their own account and have their progress checked by you, their "coach" is readily available. Areas of study include, math, science, finance, humanities, and computer programming.

Please take some time to check out the site: [<https://www.khanacademy.org/>
]https://www.khanacademy.org/

At some point in the future I would like to do more in depth training on how to use the website in different departments. Please let me know if this is something you are interested in. There are plenty of additional features that I would be happy to explore with you at a later date.

#3 10/1/13 (Evernote Clearly)

Tuesday's back! This is a quick little utility that I find pretty cool. Many of you that use Evernote may have already found this. Keep in mind that to use Evernote Clearly you want to be using Chrome as your browser. Those of you that don't use Chrome yet or shy away from it, here is just another reason to make the switch.

Click the first link below to view a very short clip showcasing Evernote Clearly and below that is the link to the website to download the Chrome extension for Clearly.

As always please feel free to email me with any questions you have, requests for PD, time to meet, etc.

[https://www.youtube.com/watch?feature=player_embedded&v=JL002jzMsvU
]https://www.youtube.com/watch?feature=player_embedded&v=JL002jzMsvU
[<http://evernote.com/clearly/>]http://evernote.com/clearly/

#2 9/24/13 (Embedding a Powerpoint presentation)

There is a way to embed your Powerpoint presentation directly into your itsLearning page or any other web page that you may have. Rather than requiring a student or parent to download the link to a presentation they can interact with it directly on your page. While they can interact with the presentation directly there is still the option to download and print.

1. Your first step would be to create the presentation or identify the presentation that you would like to embed.
2. In order to be able to easily embed your presentation you will need to create a skydrive account if you don't already have one or utilize your Google Drive.
3. For SkyDrive
 - a. Go to www.skydrive.live.com and sign in or create your account.
 - b. After signing in to Sky Drive Click **Create→Folder**, and name the folder Public.
 - c. Right click the folder and click **get a link** and then choose **make public**.
 - d. Now back to your presentation. After locating the presentation or when you are ready to save your new presentation, click **Save As**.

- e. Choose Sky Drive and select the public folder.
 - f. Now that the presentation is saved in your Public Sky Drive folder, go to that folder.
 - g. Right click the presentation and click **embed**
4. For Google Drive
 - a. Open the Presentation in Google Drive and click the Publish to the Web button under the File menu.
 - b. Click the Start publishing button.
5. Copy the embed code that is shown so that you can paste it into your itsLearning page
6. Go to your itsLearning page and create the note, page, or rich content block to place your presentation. Don't forget to click the **Source** button before pasting your html code.
7. After pasting in your code, click Save and you should be all set.

#1 9/17/13 (The Google Research Tool)

Below you will find some documentation regarding the Research tool that you can use when working with a Google Doc. This tool is not only useful for your own professional work, but is also a great tool to show your students.

Research tool

The Research tool makes it easy to add information from the web to your documents and presentations. To access the tool:

- Select the Research option from the Tools menu.
- Use the keyboard shortcut (Ctrl + ⌘ + Shift + I on a Mac, Ctrl + Alt + Shift + I on a PC).
- Right-click on a specific word and select Research.

The Research tool will appear along the right-hand side of your document or presentation. You can start a search by typing into the search bar. You can narrow your search to specific types of results (e.g. images, quotations) by using the drop-down menu in the search bar.

Researching different types of information relevant to your document or presentation

When you first open the Research tool when working with a document or presentation, it may show you topics related to what it thinks you're working on. You can research those topics by clicking on them, or you can type in your own search terms in the search bar.

When conducting a search, the Research tool will show you different types of results — web results, images, quotations, maps, reviews, personal results, and more.

Use the back arrow to the left of the search bar to return to the previous page of your search results and the forward arrow to move forward in your search results.

Follow the instructions below to explore search results relevant to your document or presentation.

Web results

Under the web results category, you'll find a number of websites related to your search. If you select one of these results, you'll see several options:

- Select Preview to see a preview of the website. Click on the site link at the top of the preview pane to open this page in a separate window, or click the arrow on the left edge to close the preview.
- Select Insert link to add a link to the website into the body of your document.
- Select Cite to create a footnote citation of this web result within the body of your document.

Images

Images will appear in the general search, as well as an image search. Narrow your search results to only images by selecting “Images” from the drop-down menu in the search bar.

Videos

When using Google Slides, use video search to find YouTube videos, preview them, and then easily insert them into your presentation. Video results will appear for any search terms you enter into the Research tool’s search bar. You can also narrow your search results to only videos by selecting “Videos” from the drop-down menu in the search bar.

Quotations

Narrow your search results to only quotations by selecting “Quotes” from the drop-down menu in the search bar. Once you have selected the quotation you’d like to use in your document, click Insert to add it to your document with a footnote citation (or linked to the author’s name in a presentation).

Article citations

Narrow your search results to only articles by selecting “Scholar” from the drop-down menu in the search bar. Once you have selected an article you’d like to read or reference, click on that entry in the search results. You will see a Web or PDF hyperlink in the upper left-hand corner of the entry that will take you to a web or PDF version of the article itself. You will see a Cited by hyperlink in the upper right-hand corner of the entry, showing how many times the article has been cited, that will direct you to the Google Scholar list of sources that have cited this article. Clicking on either of these links will open the result in another window.

To insert an article citation into your document, select the article and click Cite. In presentations, you may insert a link to the article by pressing Insert.

Places

When conducting a search in the Research tool for a geographic location, your search results may include a map. You can edit this map by selecting Edit and then zooming in/out or dragging the map. Once you have the exact map image you’d like to include in your document, click Insert. You can also drag and drop the map image into your document.

Personal Results

Personal results include documents, presentations, and spreadsheets from your Drive, as well as images from Picasa and posts from your Google+ stream. By clicking Preview you can quickly glance at the content, and for presentations you can click Import Slides to choose slides to insert

into the current presentation. You can also click Insert Link to insert the item's URL and title. In documents only, you can insert a footnote citation with the link by clicking the Cite button.

Dictionary

Use the Research tool's dictionary to search for definitions, synonyms, and usage examples. If you don't already have the Research tool open, you can access the dictionary by clicking the Tools menu and then selecting Define. You can also use a keyboard shortcut: $\text{⌘} + \text{Shift} + \text{Y}$ on a Mac, $\text{Ctrl} + \text{Shift} + \text{Y}$ on a PC. To change the dictionary's language, click the drop-down arrow below the Research tool's search bar and select a language from the menu.

Choosing your citation format

To select a default format for citations added to your document or presentation, click the drop-down arrow below the search bar. Use the drop-down menus to choose from MLA, APA, or Chicago citation formatting, and customize others settings (like image filtering preferences for images or language settings for the dictionary). Your selected citation format is applicable to citations for web results, images, quotations and article citations.

Reporting content in Research

You can report a problem, or report content that is of concern to you, for our review.

To report violation of your copyright, use Help > Report abuse > Copyright infringement and follow the steps on that page. When filling out the web form to report copyright infringement, please be sure to enter the URL of the specific item in the Research tool results that is of concern to you.

To report any other issue, go to Help > Report an issue. Use the Google Feedback tool to highlight the specific item in the Research tool you want to report, and submit your feedback report.