

Lesson Plan: Organize College Information in Google Sheets

Teacher's Note:

These videos refer to colleges, but the lessons can apply to any type of post-secondary education (2yr/4yr, military, certificates, or training).

Overview

In *Organize College Information in Google Sheets*, students use Google Sheets to compare and contrast colleges.

Lesson Objectives

By the end of this lesson, students should be able to:

- Achieve the following objective(s):
 - Build a spreadsheet to compare colleges by specifying important criteria, researching it, and documenting the results to make an informed decision about where to go to school.
- Answer the following essential question(s):
 - How can I ensure that I am making the best possible investment of my time and money when choosing a school to attend?
- Internalize the following enduring understanding(s):
 - Making an informed decision requires thoughtful consideration of many different factors.
 - Spreadsheets can help organize all the necessary information involved with making an informed decision.
 - Comparing data points requires you to have specific and consistent measurements for each.

Digital Skills

As they complete this lesson, students will learn and practice the following digital skills:

- Create a new spreadsheet in Google Sheets
- Add text to cells
- Cut, paste, and delete rows and columns
- Format text (as a date, wrapping, hyperlinking, splitting)
- Use Google Search to find information on the internet
- Add/remove data filters
- Sort spreadsheet data from A-Z
- Apply data validation
- Digitally share a file with others

Terms and Concepts

As they complete this lesson, students will learn and use the following terms and concepts:

- Criteria
- Row
- Header
- Text Wrapping
- Cut and Paste
- Freeze
- Hyperlink

Total Duration

- 45 minutes (can be extended to 60-90 minutes with extension videos)

Materials

- Computer with internet access (per student)
- Headphones (per student)
- [Applied Digital Skills website](#)

Lesson Outline: Main Videos Plus Extensions

Video	Duration	Description
1 Lesson Introduction: Research and Organize Information about Colleges in Google Sheets	5 min	Students are introduced to the lesson, create a new spreadsheet, and give it a title.
2 Build Your Spreadsheet	10 min	Students list at least three (3) colleges they're interested in researching, identify criteria to compare, and ways to measure them as headers.
3 Research Your Colleges	25 min	Students search the internet to find information on their chosen colleges and add their findings to the spreadsheet.
4 Organize College Information Google Sheets Wrap-Up	5 min	Students wrap up this lesson and discover how the skills they learned can apply to other tasks.
* Extension: Research and Sort Important College Deadlines	10 min	Students research deadlines, format text as dates, and sort it in A to Z order.
* Extension: Add a New Sheet for Application Requirements	15 min	Students add a new sheet, research requirements, and add their findings to the spreadsheet.
* Extension: Filter Colleges by Degree Type	5 min	Students apply a filter to find schools that offer a certain degree type.

* Extension: Clarify Information by Splitting Text to Columns	5 min	Students use the split and fill features to narrow down schools that meet their criteria.
* Extension: Keep Track of College Applications with Data Validation	5 min	Students add data validation to their spreadsheet to track application progress.
* Extension: Share Your College Spreadsheet with Others	5 min	Students share their spreadsheets with another person and learn about the permissions involved.

 Prep

Before introducing the lesson to students, you will need to:

- create an instructor account at g.co/applieddigitalskills and add a class
- distribute the class code to your students.

 Procedure

1. Introduce the lesson: Prompt students to think about a topic they might create a presentation about, or assign them a topic (see [Appendix](#) for suggested prompts).
2. Check in with students during class: Meet 1:1 or in small groups as students watch videos (see [Appendix](#) for suggested prompts).
3. Wrap up the lesson: Give a short closing and facilitate brief discussion about what students learned and experienced during the lesson (see [Appendix](#) for suggested prompts).

 Assessments

Applied Digital Skills offers two tools to help measure student learning -- the end-of-lesson quiz and the student project rubric.

- **The end-of-lesson quiz** contains multiple-choice and open response questions. Use the quiz to help measure students' ability to recall what was covered in the lesson and demonstrate their understanding of how to use digital skills in different scenarios.
 - Note that the answer key is only available here in the teacher lesson plan
- **The student project rubric example** includes example criteria to score and provide comments on student projects created for this lesson. The rubric is designed to measure students' understanding and their ability to apply the digital skills covered in the lesson. Add additional rubric criteria to meet your needs.

 Check / Outcomes

Walk around class and monitor progress to ensure students:

- Create and title a new spreadsheet.

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- Add at least three (3) colleges and five (5) criteria with measurements.
- Freeze and bold the header row.
- Hyperlink the college names.
- Use Google Search to find information about their schools and add their findings to their spreadsheet.



Resources

- [Example project](#)
- [Student Project Rubric](#)
- [Appendix](#)

Tip: This lesson is designed to be completed in a single class period. The lesson has multiple videos for students to watch, which vary in duration and guide students through building a main project around the central theme of this lesson. Also included are six optional “extension” videos, which are 5-10 minute activities you can add to the main lesson to extend instructional time and allow students to “add on” to their projects and reinforce or practice additional skills.

Tip: Assign groups. Some activities require students to work in pairs or groups. Save time by assigning students before the lesson begins.

Tip: Reserve 5 minutes at the beginning and end of each lesson. Start each class with a 5 minute introduction and end each class with a 5 minute closing.

Tip: Use the rubric to evaluate student work. Rubrics are linked in each lesson plan to evaluate student work. Share a copy of the rubric with students before they turn in their projects.

Example Student Outcome (Create a New Spreadsheet; Add a Title)

The screenshot shows a Google Spreadsheet interface. At the top, the title bar reads "Spreadsheet Demo" with a red arrow pointing to it and the text "New spreadsheet is titled." in red. Below the title bar is a menu bar with options: File, Edit, View, Insert, Format, Data, Tools, Add-ons, and Help. A status bar below the menu indicates "Last edit was on March 23". The toolbar contains various icons for undo, redo, print, and formatting. The spreadsheet grid has columns labeled A through I and rows numbered 1 through 27. A red double-headed arrow labeled "Rows" spans from column A to column G. A red double-headed arrow labeled "Columns" spans from row 1 to row 27. The bottom of the interface shows a tab labeled "Sheet1".

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Example Student Outcome

(Add at Least Three Colleges and Five Criteria; Freeze Header Row)

College Information - Inconsistent Measurements

File Edit View Insert Format Data Tools Add-ons Help Last edit was on March 24

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School criteria and measurements

College	Location (city, state)	Distance from home (time)	Campus Quality (1-5)	Does it have an Electrical Engineering major? (y/n)	Degree Type (A, BS)
Erie Community College	Williamsville, NY	1 hour drive	4	y	A
University at Buffalo	Buffalo	11 hours 44 minutes drive	3	y	BS
Northwestern	Evanston, IL	11 hour drive, 2 hour flight	5	y	BS

Minimum 3 colleges with hyperlinks

Information for each college is researched and recorded.

Frozen 1st row

Sheet1

Extensions: Organize College Information in Google Sheets

Use these optional extensions to lengthen class duration to 60-90 minutes and allow students to add on to their projects and practice additional skills.

Extensions		
Extension	Duration	Description
Extension: Research and Sort Important College Deadlines	10 min	Students research deadlines, format text as dates, and sort text in A to Z order.
Extension: Add a New Sheet for Application Requirements	15 min	Students add a new sheet, research application requirements, and add their findings to the spreadsheet.
Extension: Filter Colleges by Degree Type	5 min	Students apply a filter to find schools that offer a certain degree type.
Extension: Clarify Information by Splitting Text to Columns	5 min	Students use the split and fill features to narrow down schools that meet their criteria.
Extension: Keep Track of College Applications with Data Validation	5 min	Students add data validation to their spreadsheet to track application progress.
Extension: Share Your College Spreadsheet with Others	5 min	Students share their spreadsheets with another person and learn about the permissions involved.

Example Student Outcome: Extension (Research and Sort Important College Deadlines)

College Information (FOR EXTENSION 1)

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Columns are resized. Text wrapping is applied.

College	Location (city, state)	Distance from home (time)	Campus Quality (1-5)	Does it have an Electrical Engineering major? (y/n)	Degree Type (A, BA, etc.)	Regular admission deadline
SUNY	Utica, NY	3 hour drive	3 y		A, BS	12/1/2018
Northwestern	Evanston, IL	11 hour drive, 2 hour flight	5 y		A, BS	1/1/2019
Syracuse University	Syracuse, NY	2 hour drive	2 y		BS	1/1/2019
Trinity College	Hartford, CT	5 hour drive, 1 hour flight	2 y		BS	1/1/2019
University of Rochester	Rochester, NY	1 hour drive	3 y		BS	1/5/2019
Lafayette College	Easton, PA	5 hour drive, 1 hour flight	2 y		BS	1/15/2019
Clarkson University	Potsdam, NY	4 hour drive	3 y		BS	1/15/2019
Erie Community College	Williamsville, NY	1 hour	4 y		A	1/30/2019
New Paltz	New Paltz, NY	5 hour drive, 1 hour flight	3 y		BS	1/31/19
Stevens Institute of Technology	Hoboken, NJ	6 hour drive, 1 hour flight	3 y		BE	2/1/2019
University at Buffalo	Buffalo, NY	20 min drive	3 y		A	2/1/2019
Tuskegee University	Tuskegee, AL	14 hour drive, 3 hour flight	5 y		BS	2/1/2019
Norwich University	Northfield, VT	7 hour drive, 1 hour flight	4 y		A, BS	2/1/2019
City College of New York	New York, NY	6 hour drive, 1 hour flight	5 y		BS	2/1/2019
Hofstra University	Hempstead, NY	6 hour drive, 1 hour flight	2 y		BS	2/1/19
Illinois Institute of Technology	Chicago, IL	8 hour drive, 2 hour flight	4 y		BS	2/1/2019

Deadlines are sorted in chronological order.

Sheet1 Explore

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Example Student Outcome: Extension (Add a New Sheet for Application Requirements)

Column copied from Sheet1

	A	B	C	D	E	F	G	H
1	College							
2	Northwestern	Official high school transcript	Counselor recommendation	SAT scores	ACT scores	Teacher recommendation	Essay	
3	Erie Community College	Official high school transcript	Placement test					
4	Stevens Institute of Technology	Two letters of recommendation	Official high school transcript	SAT scores	ACT scores			
5	University at Buffalo	Optional essay	SAT scores	ACT scores	Art submissions	Counselor evaluation		
6	Tuskegee University	Schedule interview	Link to electronic media	Writing sample	Official high school transcript	SAT scores	Teacher recommendation	Family/community recommendation
7	City College of New York	Official high school transcript	SAT scores	Letter of recommendation	Essay			
8	Hofstra University	Optional essay	SAT scores	ACT scores	Art submissions	Counselor evaluation	Letter of recommendation	Official high school transcript
9	SUNY	Essay	Official high school transcript	SAT scores	ACT scores			
10	Syracuse University	Official high school transcript	SAT scores	ACT scores	Counselor evaluation	Two letters of recommendation	Essay	
11	Trinity College	Optional essay	SAT scores	ACT scores	Art submissions	Counselor evaluation		
12	University of Rochester	Schedule interview	Link to electronic media	Writing sample	Official high school transcript	SAT scores	Teacher recommendation	Family/community recommendation
13	Lafayette College	Official high school transcript	SAT scores	Two letters of recommendation	Essay			
14	Clarkson University	Official high school transcript	SAT scores	ACT scores	Counselor letter of recommendation	Teacher letter of recommendation		
15	New Paltz	Official high school transcript	SAT scores	ACT scores	Essay	Letter of recommendation		

Required application materials

Supporting Materials

Example Student Outcome: Extension (Filter Colleges by Degree Type)

Degree Type (A, BA, etc.)

	A	B	C	D	E	F	G	H	I
	College	Location (city, state)	Distance from home (time)	Campus Quality (1-5)	Does it have an Electrical Engineering major? (y/n)	Degree Type (A, BA, etc.)			
	SUNY	Utica, NY	3 hou						
	Syracuse University	Syracuse, NY	2 hou						
	Northwestern	Evanston, IL	11 ho						
	Trinity College	Hartford, CT	5 hou						
	University of Rochester	Rochester, NY	1 hou						
	Clarkson University	Potsdam, NY	4 hou						
	Lafayette College	Easton, PA	5 hou						
	New Paltz	New Paltz, NY	5 hou						
	Hofstra University	Hempstead, NY	6 hou						
	Norwich University	Northfield, VT	7 hou						
	University at Buffalo	Buffalo, NY	20 mi						
	Tuskegee University	Tuskegee, AL	3 hou						
	Illinois Institute of Technology	Chicago, IL	8 hou						

Filter applied

Only schools with degree types that match your selection(s) appear.

Sort A → Z
Sort Z → A
Filter by condition...
Filter by values...
Select all - Clear

☒ A, BS
☒ BS
 (Blanks)
 A

Cancel OK

Example Student Outcome: Extension

(Clarify Information by Splitting Text to Columns)

College Information (FOR EXTENSION D)

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

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Insert column next to Column C.

Split columns.

Add background color to rows that meet your criteria.

	A	B	C	D	E	F	G	H	I	J	K
	College	Location (city, state)	Distance from home (time)		Campus Quality (1-5)	Does it have an Electrical Engineering major? (y/n)	Degree Type (A, BA, etc.)	Regular admission deadline			
1	SUNY	Utica, NY	3 hour drive		3 y		A, BS	12/1/2018			
2	Northwestern	Evanston, IL	11 hour drive	2 hour flight	5 y		A, BS	1/1/2019			
3	Syracuse University	Syracuse, NY	2 hour drive		2 y		BS	1/1/2019			
4	Trinity College	Hartford, CT	5 hour drive	1 hour flight	2 y		BS	1/1/2019			
5	University of Rochester	Rochester, NY	1 hour drive		3 y		BS	1/5/2019			
6	Lafayette College	Easton, PA	5 hour drive	1 hour flight	2 y		BS	1/15/2019			
7	Clarkson University	Potsdam, NY	4 hour drive		3 y		BS	1/15/2019			
8	Erie Community College	Williamsville, NY	1 hour		4 y		A	1/30/2019			
9	New Paltz	New Paltz, NY	5 hour drive	1 hour flight	3 y		BS	1/31/19			
10	Stevens Institute of Technology	Hoboken, NJ	6 hour drive	1 hour flight	3 y		BE	2/1/2019			
11	University at Buffalo	Buffalo, NY	20 min drive		3 y		A	2/1/2019			
12	Tuskegee University	Tuskegee, AL	14 hour drive	3 hour flight	5 y		BS	2/1/2019			
13	Norwich University	Northfield, VT	7 hour drive	1 hour flight	4 y		A, BS	2/1/2019			
14	City College of New York	New York, NY	6 hour drive	1 hour flight	5 y		BS	2/1/2019			
15											

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Example Student Outcome: Extension (Keep Track of College Applications with Data Validation)

New column for your application status

College	Location (city, state)	Distance from home (time)	Campus Quality (1-5)	Does it have an Electrical Engineering major? (y/n)	Degree Type (A, BA, etc.)	Regular admission deadline	Application Status
SUNY	Utica, NY	3 hour drive	3 y		A, BS	12/1/2018	submitted
Northwestern	Evanston, IL	11 hour drive, 2 hour flight	5 y		A, BS	1/1/2019	submitted
Syracuse University	Syracuse, NY	2 hour drive	2 y		BS	1/1/2019	in process
Trinity College	Hartford, CT	5 hour drive, 1 hour flight	2 y		BS	1/1/2019	in process
University of Rochester	Rochester, NY	1 hour drive	3 y		BS	1/5/2019	in process
Lafayette College	Easton, PA	5 hour drive, 1 hour flight	2 y		BS	1/15/2019	not yet started
Clarkson University	Potsdam, NY	4 hour drive	3 y		BS	1/15/2019	submitted
Erie Community College	Williamsville, NY	1 hour	4 y		A	1/30/2019	started
New Paltz	New Paltz, NY	5 hour drive, 1 hour flight	3 y		BS	1/31/19	not yet started
Stevens Institute of Technology	Hoboken, NJ	6 hour drive, 1 hour flight	3 y		BE	2/1/2019	not yet started
University at Buffalo	Buffalo, NY	20 min drive	3 y		A	2/1/2019	not yet started
Tuskegee University	Tuskegee, AL	14 hour drive, 3 hour flight	5 y		BS	2/1/2019	not yet started
Norwich University	Northfield, VT	7 hour drive, 1 hour flight	4 y		A, BS	2/1/2019	not yet started

Data validation with dropdown menu

Example Student Outcome Extension (Share Your College Spreadsheet with Others)

Share your research for feedback.

Add person's email.

Assign editing, or commenting rights.

Share with others

Get shareable link

Link sharing on: [Learn more](#)

Anyone at Google.com with the link can edit

Copy link

https://docs.google.com/spreadsheets/d/1W0Lu4d9lequ5ryE_9UDZJC-CJqXPJd4

People

Enter names or email addresses...

Shared with one other person

Can edit

Can comment

Can view

Done

Appendix

Organize College Information in Google Sheets

Introduce the lesson and prompt students to think about colleges they'd like to attend, and what it is about them that makes them feel that way.

Say To get started and join our class, go to g.co/applieddigitalskills and select "Sign In." Click on your Google account (or create one), choose "I am a student" and enter our class code. (*Teacher note: locate your class code on your dashboard.*) After you join our class, proceed to video 1 and begin watching.

Ask

- What are the most important factors for you to consider when choosing a college?
- How can a spreadsheet help you with organization?

Describe the lesson and its outcomes.

Say In this lesson, you will build a spreadsheet to compare and contrast college information.

Say Go to g.co/applieddigitalskills and select "Sign In" to log into your profile. If you see "Wait," click it and move onto the next lesson. If you already see "Research and Organize Information about Colleges in Google Sheets" then you are ready to begin watching the first video. Watch the first video, and complete the steps described.

Teacher Note	<i>If students need help accessing the lesson, have them navigate the curriculum menu by clicking on Curriculum at the top of the page, then scrolling down and selecting the correct lesson.</i>
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Intro & Closing Questions

- Have you ever thought about everything you need to consider when choosing a college?
- Why do you think it is important to organize all of this information?

Engage

- What have you learned about your chosen schools so far?

Wrap up the lesson.

Wrap-Up Summarize the lesson and celebrate that, as a result of the skills students learned, they created an exciting project.

Say In this lesson, you built a spreadsheet in Google Sheets to organize information about colleges. You decided what criteria was most important to you, researched your schools, and recorded your findings to make an informed decision.

Ask

- What did you find that was surprising during this lesson?
- What else might you use a spreadsheet like this for?

Quiz Answer Key

1. C
2. D
3. A
4. C
5. B
6. C
7. A
8. A
9. B
10. D