

Instruction Session Lesson Plan
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Class

This class is a first-year writing and research course within the English department at a large research university. The class composition is most likely freshman and this is their first writing course taken at a college level. Students have been assigned a group research project by their professor that will result in a written report that synthesizes literature and research about a student chosen topic relating to course materials.

Frames

The Frames I am using are Information as a Process and Scholarship as Conversation. Information as a Process applies because students will be exploring the unique capabilities and constraints of the research process and the dynamic nature of information creation and dissemination using Google Docs (ACRL, 2017). Scholarship as Conversation applies because the session is designed around a research assignment that requires students to collaborate with their peers, and this frame will help prepare learners to think critically about research and scholarship and view it as a conversation with their peers where they can use their unique voices participate in scholarly discourse.

Learning outcomes

After completion of the instruction session, learners will be able to:

1. Navigate and employ basic Google Doc word processing functionalities
2. Effectively utilize Google Doc collaboration features including comment, chat, and track changes

Planned activities:

- Google Docs usage poll using Google forums at beginning of session
- Group activity using Google docs where students will add content to demonstrate their understanding of word processing functionalities and collaborative features at the end of the session

Detailed outline of lesson schedule (my script in purple font)

1. Introduction ~ **4-5 minutes**
 - a. Quick discussion and summary about students experiences using Google Docs per their Google Form responses to be completed prior to the session (McDonough (2015) “start with where learners are” and “build a bridge between personal and academic experiences”) and my experience using Google Docs as a student.

- i. Hi everyone and welcome to our instruction session about using Google Docs for academic research and collaboration. You are students in a first year writing course within the English Department at a large public research university. You are most likely freshman and this is your first writing course taken at a college level. You have been assigned a group research project by your professor that will result in a written report that synthesizes pieces of literature and research about a topic of your choice relating to your course materials.
 - ii. Let's begin with each of you clicking on the link in the chat and filling out a quick survey about your experiences with Google Docs. When you are finished, please raise your hand.
 1. https://docs.google.com/forms/d/e/1FAIpQLSc_GWWXidrn6Rw68tJxUznnu4ilEbTeJYkXofzWLQ5Gso-n1Q/viewform?usp=sf_link
 - iii. While I wait for your responses, I will briefly touch on my experience using Google Docs. During my undergraduate studies, I used Google Drive as a hub to store and save my research and writing assignments and to collaborate with my peers. I used Docs to create and edit papers, and enjoyed the flexibility the cloud storage provided so I could access my documents from anywhere. I also utilized collaborative features including sharing, commenting, chat, and tracking changes. It was very useful for completing group assignments and helped my peers and I hold each other accountable, so I want to explore these topics with you during our session.
 - iv. Okay, so here's what your responses say: **talk about student experiences**
 - v. Now, we will explore the Google Doc together
2. Screencast of me using Google Doc word processing functionalities like adding text and hyperlinks, changing font, exploring formatting, accessing word counts ~**3-5 minutes**
 - a. So as you can see I am on my Doc, which I will name by clicking on the text "untitled document" in the upper left-hand corner.
 - b. In your doc, you can change the edit font color and highlight. **demonstrate** You can also add bullet points or numbers and hyperlinks can also be useful if you are in the brainstorming phase.
 - c. You can move your text using the indented keys in the right hand corner of your toolbar. **demonstrate** You can also explore different spacing options using the link spacing indicator in the toolbar. **demonstrate**
 - d. To check your word count, simply select "tools" then "wordcount" **demonstrate**
 - e. Does anyone have any questions about the word processing features so far?

3. Screencast of me using Google Doc collaboration features including sharing the document, commenting, and tracking changes ~**3-5 minutes**
 - a. So now we will explore some of the collaborative features in Google docs
 - b. To share the document, select “Share” in the upper-right corner, and type the emails of those whom you would like to share or copy and paste the shareable link. I am going to paste the link to the Google Doc in our chat at this time for our group activity in a few minutes. *copy and paste link*. Because we will be working collaboratively, I will make sure the permission setting is “can edit” by clicking “advanced” and changing the setting *demonstrate*.
 - c. A good way to communicate with your peers is by commenting. To comment, simply select the text and click the comment button in the toolbar *demonstrate*. From there, you can add text or hyperlinks that will appear underneath your name. This makes it easy to track who is contributing what.
 - d. Does anyone have any questions about the collaboration features we’ve discussed so far?
 - e. To explore the track changes feature, I will need collaborators in my Google doc, so now we will turn to our group activity
4. Group activity ~ **5 minutes**
 - a. At this time I would like you to all enter the Doc from the link I sent in our chat and add sentence about how you think Google docs could be used for your research assignment underneath your name and leave a comment on someone else’s post. These can be short and sweet. You can use my post an example. *wait for commenting*
 - b. Now we will explore tracked changes.. A complete archive of tracked changes is available through the version history feature. By clicking “File,” and then “Version History,” you can see who has edited what content and when. You can even
 - i. *Track changes can be accessed by popping open the editing tab in the top right. *demonstrate* When I run my cursor over the colored tracker, I can see who has added what*
 - c. Take a few moments to explore the version history function from your screen and see what it looks like.
 - d. To chat, we simply click on the Chat button in the top right. This feature is only available if there are multiple people in the doc. I will send out a test chat as an example.
5. Student discussion about how they could use this to complete their research assignment ~**4 minutes** (critical information literacy; “A teaching perspective that does not focus on

student “acquisition of skills,” but rather encourages a critical and discursive approach to information” (McDonough, 2015)

- a. To finish up, I would like to discuss the ways in which you think this could apply to your research assignment this semester. Let’s look at some of your posts
- b. *discuss posts*
- c. Thanks for participating in our session about using Google Docs for collaboration and research, and do not hesitate to email me at mswing@kent.edu if you have any further questions about the word processing or collaboration features. I hope this helps prepare you for your academic research!

Teaching methodology/learning theories

I will use a learner-centered teaching approach (Grassian & Kaplowitz, 2009) for my instruction session through active student participation in the polling and group activity at the end, and by listening to learners’ experiences through the polling and tweaking instruction to meet learners where they are at. I will incorporate behaviorism, cognitivism/constructivism, and humanism learning theories into my instruction to reach the widest range of learners (Grassian & Kaplowitz, 2009). Behaviorism will be used through initial polling and feedback I give during the group activity. Cognitivism/constructivism will be used by allowing learners to interact with the subject matter during the group activity and create a social learning experience. Humanism will be used by instilling meaning in the instruction and allowing students the opportunity to apply the learning to their real lives, which in this case is their research assignment (Grassian & Kaplowitz, 2009).

Assessment

I will use a pre-assessment by beginning the session with a quick Google Forms survey that will be sent to student in BB Collaborate chat which will ask what their experience is using Google Docs. These responses will establish a baseline for how I will guide the session.

I will use formative assessment at the end of our session with the group activity, which will provide an opportunity for students to apply the word processing and collaborative features in Google Docs. This activity will allow me to observe student participation and engagement. I will also be able to gauge their comprehension by their responses as to how Google Docs can be applied to their research assignment.

I will use confirmation assessment after students complete their group research assignment for class by getting professor feedback on how well students did on the assignment. I will also get feedback on how they utilized Google Docs to complete the assignment because the professor will have access to each groups’ Google Doc and their tracked changes and chat records. Because the professor will have this access, I will create a rubric that the professor and I can use for authentic assessment and evaluation of students’ information literacy skills using Google Docs in the context of their actual assignment (Rinto, 2013).

References

Association of College and Research Libraries. (2017). Framework for Information Literacy for Higher Education. Retrieved from <http://www.ala.org/acrl/standards/ilframework#process>

Grassian, E.S. and Kaplowitz, J.R. (2009). Learner-centered Teaching: Listen, Engage, Inspire. (2nd Ed.), Information Literacy Instruction Theory and Practice (pp.221-245). New York, NY: Neal-Schuman.

McDonough, Beth. (2015). Beyond tools and skills. In Swanson, Troy and Jagman, Heather (Eds.), *Not just where to click* (37-51). Chicago: ACRL.