

ABSTRACT OF CAPSTONE

Joshua P. Rayburn

The Graduate School

Morehead State University

April 08, 2021

PROFESSIONAL LEARNING AT ANY HOUR:  
AN ONLINE PROFESSIONAL DEVELOPMENT FOR EDUCATORS

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Abstract of Capstone

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A capstone submitted in partial fulfillment of the  
Requirements for the degree of Doctor of Education in the  
Ernst and Sara Lane Volgenau College of Education  
At Morehead State University

By

Joshua P. Rayburn

Lexington, Kentucky

Committee Chair: Jeannie Justice, Associate Professor

Morehead, Kentucky

April 08, 2021

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## ABSTRACT OF CAPSTONE

PROFESSIONAL LEARNING AT ANY HOUR:  
AN ONLINE PROFESSIONAL DEVELOPMENT FOR EDUCATORS

This capstone is an exploration of an online learning environment for teachers to receive professional learning at any time, anywhere. The focus of this capstone was to design a series of self-paced, asynchronous learning courses to help teachers implement one-to-one Chromebooks in the Fayette County Public School District. Additionally, the literature focuses on the impact of teacher preparation for implementing one-to-one technology, instructional design, and the need for supporting these devices. This capstone is pending implementation, as recorded in the project, for the 2021-2022 school year.

KEYWORDS: Professional Learning, Professional Development, Technology, Chromebooks, Asynchronous Learning



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Candidate Signature

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April 08, 2021

Date

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AN ONLINE PROFESSIONAL DEVELOPMENT FOR EDUCATORS

By

Joshua P. Rayburn

Approved by

---

Michael Kessinger  
Committee Member    Date

---

Leah Simpson  
Committee Member    Date

---

Jeannie Justice  
Committee Chair        Date

---

Timothy Simpson  
Department Chair       Date



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CAPSTONE

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## DEDICATION

This dedication is to my wife, Jessie, and children, Aiden, Tayshawn, Shade, Griffin, and Benji for non-stop support, guidance, understanding, loss of time with me, and love throughout this process as I worked to complete such a huge task. You are my rock and inspiration. I could not have done it without your support. I also dedicate this to my late grandmother for wanting to see this more than anything.

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I would like to acknowledge Dr. Jeanie Justice for the continued support and encouragement through this process and for serving as my chair through this capstone. Thank you for your patience and support. You never gave up even when I felt like giving up. You knew when to push and when to just wait it out.

I would also like to acknowledge Dr. John Curry for his initial support, long nights of exactly 100-word assignments, and the council I received along the way regarding family and life. I am stronger because of you.

I would also like to thank Dr. Michael Kessinger and Dr. Leah Simpson for serving on my committee. To the EdD faculty at Morehead State University, thank you for teaching and inspiring a first-generation college student to dream big.

To my family, thank you for your support and love even when you didn't understand what I was doing. You knew it was important. The encouragement and support always came at the right time. Thank you, Jessie, Aiden, Tayshawn, Shade, Griffin, Benji, and the rest of my family. I could not have done it without you.

To Alan, Brandy, Stephanie, Michelle, and fellow Spaceballs, thank you for all of the support, laughs, and tears that came with this capstone. To the FCPS OIT team, thank you for pushing me to do more and supporting my crazy ideas.

I acknowledge a loving Heavenly Father who gave me the strength, in my weakest times, to push forward and see the importance of completing this project.

I am sure there are many more that are forgotten here but know you are not forgotten in my heart. Thank you.

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### **Executive Summary**

#### **What is the core of the capstone?**

The core of this capstone is professional development modules and videos to help teachers improve technology use in their lessons. The goal is to help teachers and educators use Chromebooks to create a blended learning environment for their students. In general, this capstone provides teachers the support needed, through professional development, into their lessons to help students connect their world to their education.

The professional learning of this capstone provides teachers with on-demand learning at any time. It is focused on incorporating technology and technology tools for teachers to learn at their own pace. Participants can choose their subject and professional learning, as they need it.

The learning takes place in an online learning management system, Canvas by Instructure. The capstone does not require teachers to attend any face-to-face meetings or any virtual synchronous learning. All learning for this capstone is asynchronous. Participants in this capstone will submit evidence of implementation to receive professional development credit.

The modules are aligned to the International Society for Technology in Education (ISTE) Standards for Educators. The modules are sequenced so teachers are not overwhelmed with the material but get the information they need. The focus of these modules are on technology integration or technology tools that can be used to assist teaching and learning in lessons.

The tools selected for the modules were tools provided by Fayette County Public Schools. Teachers should have access to these tools but might struggle to use them in their lessons and integrate technology. The modules use Gagné's nine events of instruction (Gagné & Briggs, 1974) as a guideline for lesson development and framework. The modules for this capstone can also serve as guides for teachers building asynchronous learning in the district.

**Who is the capstone meant to impact?**

The immediate impact of this project will be teachers in the Fayette County Public Schools System (FCPS). FCPS as of July 2019 has 37 elementary schools, 13 middle schools, six high schools, and several alternative learning environments. FCPS employs thousands of teachers each year (Deffendall, 2019). FCPS has invested money to provide every student with a mobile device, Chromebooks, for the 2020-2021 school year (Deffendall, 2020).

With this move toward a 1:1 blended learning environment, teachers are going to need professional development to help implement Chromebooks into their lessons. Pressure will be placed on the administration to find resources and professional development for their teachers. In the past, the state of Kentucky, generally, does not provide funding for professional development, causing the school to use its resources and funding to provide professional development. With this capstone, any staff member in FCPS will be able to take these courses for free and earn professional development credit. Administrators will be able to use school resources and funding on other building needs.



The ultimate intended impact of this capstone will be on students that are sitting in the classroom of the teachers that have comprehended the professional development. The students will be able to use their Chromebooks to experience more authentic learning opportunities. Students may also experience an increase in the desire to use technology beyond an assessment tool. Teachers will be able to easily structure their lessons to scaffold their instruction to meet the students' needs better through the tools they will learn in these courses. Better instruction will lead to higher growth in our students in FCPS.

**How will the capstone project be implemented?**

1. Develop a Logic Plan for Program Planning
  - a. Situation: In Fayette County Public Schools' teachers are transitioning to a one-to-one blended learning environment with Chromebooks during the 2020-2021 school year. There are very few resources for teachers to have the opportunity to receive training on Chromebooks and how to use them in their lessons. Teachers need to have any time learning to implement this technology effectively. To increase Chromebook usage effectively, an online learning environment needs to be created for teachers to have resources available for their professional learning and implementation into their lessons.
    - i. Inputs: Time, Resources, Collaborators, Curriculum Design, Rewards/Certificates for participation, Communication, Teachers, Administrators

- ii. Outputs: Develop training learning space, Develop curriculum, Train collaborators to have a cohesive training environment, Develop projects for teachers to create to receive professional development credit, Promote online professional development, Promote to administrators through the Fayette County Leader
  - iii. Outcomes:
    - 1. Short-Term: Increase knowledge of Chromebooks, Increase technology experiences for students in Fayette County, Increase technology training opportunities for teachers in Fayette County
    - 2. Intermediate-Term: Increase technology usage in Fayette County Public Schools, Increase participation in professional learning communities related to technology, Developing technology teacher leaders
    - 3. Long-Term: Improving teaching and learning in Fayette County, Providing students with a collaborative community, Ensuring students are achieving at high levels and graduate prepared to excel in a global society.
  - iv. External Factors: Resources, Time, Funding, Participation, Diversity of Information
- b. Understand Interrelationships

- i. How will we promote and use this professional development in our schools?
  - ii. What will the expected participation be for the first year?
  - iii. What will the plan be for continuing this professional development beyond the first year?
  - iv. How will teachers be supported that still need help after the one-hour professional development segment? How will they request help? Who will help them?
- c. Create a viable system
  - i. FCPS has approved and purchased Canvas by Instructure as their preferred learning management software. This capstone will use and model learning in the classroom using Canvas.
  - ii. Create professional development modules for teachers
  - iii. Remove barriers
    - 1. Reducing anxiety and stress about using the Chromebooks
    - 2. Providing teachers with activities to use in their lessons
    - 3. Providing additional support to teachers who need help beyond the one-hour sessions.
- d. Strengths
  - i. Provides teachers with professional development anytime
  - ii. Relevant to teaching in Fayette County

- iii. Teachers need professional development hours
- iv. Incorporates all stakeholders
- v. Removes barriers to the classroom
- vi. Allows teachers to be a student in an online learning community and experience a similar environment to what they will ask from their students
- vii. Promotes collaboration
- viii. Develops teacher leaders in their building
- e. Weaknesses
  - i. Some teachers may not participate
  - ii. Teachers do not have the option to ask questions and get real-time answers
  - iii. Some District Digital Learning Coaches might not promote the platform
  - iv. Some teachers may not like learning in an online platform
  - v. Administrators might not promote technology in their building
- 2. Develop an online platform for delivering the material
  - a. FCPS has approved and purchased Canvas by Instructure as their preferred learning management system (LMS). FCPS has also approved Google Classroom as an approved LMS. Both of these programs are great for the classroom. The LMS for this capstone will be Canvas.

- b. Canvas provides more opportunities for teachers to experience online learning than Classroom, and Canvas is similar to what teachers might have used in college. Canvas also provides the opportunity for discussions, the ability to record and submit work, and the ability to award badges inside the platform. Canvas will also award certificates automatically based on the completion of the material.
- 3. Create a course outlines with mini professional development opportunities for implementing technology in the classroom (A few listed below)
  - a. Canvas, a Learning Management System
  - b. Google Chrome and Google Drive
  - c. Podcasting
  - d. Zoom
  - e. Screencastify
  - f. Pear Deck
- 4. Create instructional videos, infographics, and slides for each lesson using Gagné's nine events of instruction (Gagné & Briggs, 1974; Khadjooi, Rostami, & Ishaq, 2011).
  - a. Gaining Attention- This is the attention grabber for the lesson. Gaining attention could be as simple as appealing to their interests. Another way for students to have a stimulus change would be to ask a question or provide an interesting visual.

- b. Informing the learner of the objective- Informs the learner of assessment criteria and the learning standards.
- c. Stimulating recall of prerequisite learning- Using previously learned information to call upon the new information and may be used right before the explanation of new material.
- d. Presenting the stimulus material- Presenting the new material in a meaningful and organized way.
- e. Providing learning guidance- Supporting the learner with appropriate literature or guidance to complete their tasks. The learner may first observe the instructor completing the task and then complete the task himself or herself.
- f. Eliciting the performance- The learner demonstrates their learned skill and performs the outcomes.
- g. Providing feedback- Feedback based on the learner's performance provided by the instructor. In an online professional development, this would likely occur after the learner has submitted their work for review. The learner may need some additional support from the instructor to accomplish the task.
- h. Assessing the performance- The demonstration of learning. Additional feedback might be needed to ensure the learning has taken place.
- i. Enhancing retention and transfer- With this online professional development setup, learners can return to the lessons as often as they

would like to review steps they may not have remembered. The learners should practice their new information with students to help them retain and transfer this knowledge to their lessons.

5. Promote and advertise the professional development course through the district's semi-monthly technology newsletter.

**Why were this capstone and related strategies selected?**

Our classrooms are being forced to make changes to keep up with a fast-paced, ever-changing world. Consequently, our classrooms look different today. Technology does not just mean the use of digital media anymore (Petko, 2011). Teachers are asked to look for ways to incorporate technology into their lessons or use technology every day in their classrooms. This technology is sometimes a district or school initiative to help with the high demands of technology in the classroom.

Even though teachers are responsible for teaching academic standards related to their content, using effective 1:1 efforts, teachers can use Chromebooks to support the standards (Inan & Lowther, 2010). One-to-one technology integration allows teachers the ability to set outcomes and scaffold their instruction to meet the needs of individual instruction. Teachers need the support to be able to produce effective learning and outcomes that integrate technology seamlessly into their lessons.

There is a lot of planning that goes into an effective 1:1 technology integration. From the start, planning has to take place involving discussions on training and support for teachers. Teachers need continued professional development as this movement of 1:1 technology integration increases. Professional development

“must extend over time, respond to the needs and concerns of teachers, and impact student learning” (Bradshaw, 2002, p. 132). Bradshaw suggests that there is a need for continued learning to help teachers incorporate technology into their classrooms and curriculum. In addition to professional development, extra staff members may be added to district personnel for supporting 1:1 devices and the integration of the technology (Shapley, Sheehan, Maloney, & Caranikas-Walker, 2010).

Technology integration should be a large portion of our schools’ and districts’ professional development plans. Some of the time, technology integration is not in the plans. The plans probably include some other new curriculum programs or behavior management programs. Consequently, teachers could be expected to use Chromebooks and have little knowledge of what they can do.

Professional development is all about teachers learning. Through professional development, teachers should be able to learn new pedagogy or ideas to use in their classrooms (Avalos, 2011). Professional development should help teachers make gains in their classrooms, not just to make gains on a common assessment. Teachers need to feel like their professional development is going to be relevant to them and their job (Avalos, 2011).

Professional development can either be a formal, traditional learning opportunity, or an informal learning opportunity. Formal professional development would be similar to graduate classes, workshops, or school-wide training. Informal training can look different. Teachers can learn from reading books, participating in online learning communities, or classroom observations. In addition, informal



trainings normally do not have required attendance. These informal training opportunities also have time for teacher reflection and learning from other teachers (Richter, Kunter, Klusmann, Lüdtke, & Baumert, 2011).

Formal workshops tend to have less of an impact on student achievement in the classroom. Longer programs are more effective because it allows teachers to learn over time. Teachers have time to implement, practice, and reflect. The time spent is not a snapshot of information, but a gradual release of information so the teachers do not get overwhelmed. Content-specific professional development is also an effective way to change teachers (Hill, 2007).

Professional development does impact teaching and learning. There is not a “one size fits all” model, and research on professional development has not indicated a specific amount of time to improve teaching and learning. What does matter is the content provided in professional development. “Teachers’ learning opportunities should be grounded in the work they do in the classrooms” (Hill, 2007, p. 121). If teachers are being asked to provide instruction on Chromebooks, then professional development should be on using a Chromebook in their lessons.

The ultimate goal of professional development is to influence the education of students in positive ways. Professional development should be about the transferring of knowledge from the presenter to the teachers to the students. Professional development should be connected to the classroom and should be about student engagement and student learning through the teacher (Bautista, Yau, & Wong, 2017).

Most states require some professional development, or continuing education, for teachers to retain their teaching certificate. Many teachers spend this required time in professional development at their school, learning about the new initiatives for the year or new curriculum. Little time could be spent on professional learning outside of the required school professional development because the state of Kentucky has eliminated state grants for professional development.

Teachers may not get many opportunities to plan and implement technology in their classrooms because they cannot afford to attend conferences devoted to technology. Many times professional development, especially online professional development, will cost the school or teachers money to participate. Having free resources that are available to teachers is essential. Teachers should be able to take professional development at any time, at any location, and be able to learn strategies for using technology in their lessons. For some teachers, this could be a slow and steady race; for other teachers, this could be simple and fast.

District and school initiatives are often pushed upon teachers. Teachers do not feel supported and often look at this as just one more thing for them to have added to their already heaping plate (Maninger & Holden, 2009). Teachers need to feel as if they are going to be supported in these district pushes. For new initiatives, this is a recipe for failure when districts and schools do not consider their stakeholders or the needs of their stakeholders. “All levels of stakeholders must be involved in the process of change” (Ellsworth, 2000, p. 193). If higher administration wants to see a positive change, they have to involve all of their stakeholders and listen to them.

Additionally, technology gives some teachers anxiety (Potter & Rockinson-Szapkiw, 2012). Teachers are expected to be both content experts and know how to use technology in today's society, yet some teachers struggle to use technology on their own. Students tend to have a better understanding of how the technology works, which causes unneeded anxiety for teachers. Within their curriculum, teachers are often struggling to find a good balance of using technology with teaching their content (Li, 2007).

While using Chromebooks for instructions, teachers may have many new challenges. Teachers may need help to take their content to the higher levels of instruction through technology. Through professional development and/or continuing education, teachers can learn how to incorporate technology into their lessons effectively.

One of the biggest problems that technology can cause for teachers is student engagement. Teachers serve more as a facilitator of learning in a 1:1 learning environment. Facilitating learning in an online, blended learning environment is sometimes difficult for teachers (Snoeyink & Ertmer, 2001). Students are willing to participate in activities surrounding the technology usage in the classroom; consequently, teachers need to find their role in technology integration.

Professional development is important for new initiatives. In addition, professional development helps teachers be successful in their instruction (Lewis, 2016). Teachers are concerned with the extra amount of planning that needs to take place for successful 1:1 technology integration. Consequently, teachers need time to

plan and change the way they will teach with 1:1 technology in their classrooms.

There is very little change that takes place for the subject, standards, or the curriculum. The proposed change happens in how the delivery of the content is presented (Grimes & Warschauer, 2008).

### **How was the capstone designed and implemented?**

Instructional design is an important factor for any good professional development. Instructional design guides the planning and management of learning. The instructional design should be systematic and focused on student learning (Hardré, 2005). Moreover, online learning should also engage students in their learning and should design instruction in a way that is systematic (Ross, 2011).

Using Gagné's and Briggs' (1974) philosophy of "Instruction is planned for the purpose of supporting learning" (p. 17), this capstone used Gagné's nine events of instruction as a guideline for lesson development. Gagné's model of instructional design focuses on the mental events that occur when different learning stimuli stimulate adult brains. Gagné focuses on learning outcomes and approaches to achieve these outcomes (Khadjooi, Rostami, & Ishaw, 2011).

One of the main points of Gagné's model is related to having the end in mind. Instructional designers need to know what the end performance will look like (Wager, 1978). Instructional design is built on the learners' capacity to achieve the learning outcomes. Gagné's model provides a way to achieve a holistic approach to learning and provides a systematic learning plan for instruction (Khadjooi, Rostami, & Ishaw, 2011). The nine events of instruction are:

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating recall of prerequisite learning
4. Presenting the stimulus material
5. Providing learning guidance
6. Eliciting the performance
7. Providing feedback
8. Assessing the performance
9. Enhancing retention and transfer (Gagné & Briggs, 1974, p.123)

Gagné and Briggs (1974) remind the instructional designers that the order of events is not always the same. In addition, not all of the events have to be present in all of the lessons. If the step is obvious to the learner, it may not need to be present in the lesson.

The final step of Gagné's nine events of instruction ensures the purpose of this capstone is meeting the expectation that teachers are using what they have learned in their online professional development sessions. Using effective instructional design will strengthen the presentation of information for the teachers.

This capstone should be implemented at the start of the 2021-2022 school year. A few modules, Zoom, Screencastify, and Pear Deck have been implemented during the 2020-2021 school year. The material and course work presented in the capstone will continue to be updated to reflect changes made to any technology tool as they come available in the future.

As per the direction of the Associate Director of Technology for Fayette County Public Schools, the Zoom, Screencastify, and Pear Deck courses have been implemented as stand-alone instructional guides for teachers during the 2020-2021 school year. There was no professional development credit awarded and the assessments were not included in these instructional guides. The purposes of these courses were to provide instruction as needed for teachers in the district but not professional development credit.

The rollout of this capstone was delayed due to time conflicts, other professional development requirements from the district, and to the start of COVID-19. The original timeline for this capstone has had to be adjusted. The school year required teachers in the Fayette County Public School system to start virtual learning with all students. To help teachers prepare for this change in their instruction and to not overwhelm teachers with new material, it was decided to delay the start of this capstone no later than the start of the 2021-2022 school year.

1. Timeline for implementation

- a. November 2019

- i. Create guidelines and course developments for the overall course to remain consistent for the entire project that includes courses that are outside of this capstone (See Appendix A).
    - ii. Develop a lesson plan template that reflects Gagne's model and sequencing (See Appendix B).

- iii. Develop a Canvas Basic Overview Course including Canvas Dashboard, Classes, Modules, Calendars, and Canvas Help
- b. December 2019
  - i. Develop Podcasting Courses:
    - 1. Podcasting Overview including what is a podcast, how to listen to podcasts, how do podcasts enhance classroom lessons, and project ideas.
    - 2. Getting Started with Podcasting including basic equipment, scriptwriting, ways to collaborate, how to find music, and what is needed to publish.
- c. January/ February 2020
  - i. Develop Podcasting Courses:
    - 1. Record, Edit, and Grade including the basics of recording using Soundtrap, editing within the software, adding extra audio, and rubric examples for grading.
    - 2. Create, Publish, and Share including participants creating their podcast, exporting their podcast, and ways to publish their podcast.
- d. June 2020
  - i. Develop Google Courses
    - 1. Google Chrome including syncing Google Chrome on all devices, bookmarks, and extensions.

2. Google Drive including creating files and folders,  
sharing files and folders, searching for specific items,  
and uploading files and folders.
- e. July 2020
    - i. Develop Zoom Course including how to log in, scheduling a Zoom session, starting a Zoom session, different features and how to record, starting and managing a breakout room, and Zoom security settings.
    - ii. Share Zoom Course
  - f. August 2020
    - i. Develop Screencastify Course including installing the extension, how to create a video, edit the video, engagement ideas, and sharing videos.
    - ii. Share Screencastify Course
  - g. October 2020
    - i. Develop Canvas Materials, Part 1 and Part 2 including courses, settings, modules, assignments, publishing, content pages, quizzes, discussion board, and Canvas commons
    - ii. Grading and Communicating including commenting, parent app, inboxing, calendar, Speedgrader, and rubrics
  - h. November 2020



- i. Develop Pear Deck Course including what is Pear Deck, how to create a Pear Deck, how to present, synchronous, and asynchronous learning, and student engagement ideas.
- i. December 2020
  - i. Share Pear Deck Course
- j. January 2021
  - i. Complete pending implementation of this capstone
- k. February 2021
  - i. Seek approval for the entire course to be implemented at the start of the 2021-2022 school year
- l. March-April 2021
  - i. Develop STEM and STEAM specific courses
  - ii. Add other courses created by District Digital Learning Coaches
- m. May 2021-July 2021
  - i. Share with teachers through promotional emails on how to access and begin implementation of the capstone

**Intended impact of the capstone**

The intended impact of this capstone will be on teachers in the Fayette County School District. Due to the delay in implementation, it will no longer be all teachers because teachers that taught in the district during the 2020-2021 school year were already trained on some and/or all of these modules. The capstone will be for new

teachers to the district, teachers that need a refresher to the material presented in this capstone, or teachers looking for alternative ways to assess student learning.

Teachers should be equipped with engaging tools from this capstone that should increase student achievement. Teachers will have time to practice and use these tools before using them with their students in a lesson. This should make the teacher less anxious when integrating technology.

Administrators for the schools will also be impacted by this capstone. Due to this capstone being provided to teachers for free, administrators can support free professional learning for their staff. They will be able to recommend teachers that are struggling with implementing technology and help teachers who need additional hours for professional development. Administrators as well can benefit from this capstone as a form of professional learning for themselves. Learning to implement technology does not have to be just for teachers, it can be for administrators too.

The ultimate impact of this capstone should be on student engagement and student achievement in the lessons taught by the teachers. The intended impact for students will be better lessons that promote technology and using Chromebooks beyond just an assessment tool. Students should be able to create and collaborate more with projects and assignments.

### **Limitations of the study**

This capstone is subject to limitations. The first limitation is the generalization of participants. This capstone is intended for teachers in the Fayette County Public School district. Due to the choice of Canvas as the means to present the information,

there are restrictions placed by the district to restrict outside users. This capstone could be expanded to other users outside of the FCPS school district.

Another limitation to this capstone is the platform that was selected. There are many different learning management systems available. This capstone was limited to Canvas because that was the learning management system selected by the district that would allow for tracking progress and work to show evidence of completion to award professional development credit. A similar idea can be transferred to other learning management systems.

The modules selected in this capstone are also a limitation because they relate to the technology available to teachers during the 2020-2021 school year. These tools are specific to FCPS. The tools also might not be available in future years to the school district due to decreases or adjustments to funding. The frameworks, topics, and/or modules could be developed further to help the implementation of this capstone in other districts, areas, or universities.

### **Reflections**

After this capstone, I now reflect and think about course design and course development differently. Before my capstone, I felt like the instructional design was somewhat of an afterthought. I knew it was important but I did not realize the power of instructional design when developing a self-paced course.

Along with the instructional design, I have learned the importance of keeping things consistent. In the beginning, my modules were not consistent with each other and the layout was different. After my research and trying to provide teachers with

stability, I now see the importance of a uniform appearance and design. Once I found the design and layout, I had to remain consistent or my participants were not going to benefit from my capstone.

This capstone has also changed my views toward Educational Technology. I used to be focused on tools and since this capstone, I now look at the implementation of the tool and curricula outcomes. My focus is now, “How will this impact student engagement and student achievement?” If the tool cannot improve student engagement or student achievement, what value does that tool have regarding instruction? Now, do not get me wrong, some tools help with productivity but that also can be viewed as improving engagement and achievement because lessons are well prepared.

The plan has been for this capstone to be asynchronous learning from the beginning. This was before the pandemic and before FCPS was 1:1 with Chromebooks. I recognized the need for professional development related to technology. My plans were put on hold because my time and focus switched to supporting teachers synchronously so they could change their teaching to be online and not in-person.

Even during the process of preparing and supporting teachers through the pandemic, my desire to have asynchronous learning was still there. Time and energy did not allow it to happen. I had to adapt my teaching and training to the situation we were all experiencing. As a district, in my opinion, we just were not ready for it to be asynchronous.

The synchronous learning was critical though. Teachers needed professional learning to survive teaching in a pandemic. They needed the information right then and not something, that could happen over time. This was more of a survival technique and not true professional learning. I spent so much time and research focusing on the benefits of long-term planning and preparing for technology integration and that did not happen. We were forced to use Chromebooks as a way to teach and deliver content. Students were not in the building, they were at home learning. There was no way to give a teacher a Chromebook and help them figure it out over time. It all changed over a weekend and we had to adjust.

Due to the pandemic and teachers trying to survive teaching online, I had to change my views and see that the teachers I worked with were able to adapt to this new skill. They needed a lot of instructional support and technology support. We had to work together. When teachers were out of survival mode, they were able to add more tools slowly to their toolkit for technology and asynchronous learning was able to take place.

As I have developed several modules for teachers to use, as a result of this pandemic, I have learned that teachers like a mix between videos and reading. Sometimes they want step-by-step instructions they can read. Other times, they want a video. I have seen more teachers wanting to learn more and providing them with the asynchronous modules that were set up as individual courses, helped them when they needed it. They did not have to wait until we offered the synchronous session again or

watch a replay. They could get professional learning when they wanted it or needed it.

On a personal level, I have learned that sometimes things do not go as planned. Life happens. I started with my initial idea, changed my teaching situation a couple of times, refocused, and started learning. I moved schools, teaching situations, and then moved to the district office. This was not part of the plan. I thought, in the beginning, I had it all figured out. All I had figured out was I did not know what I was doing and needed to learn. I also needed to reflect as a teacher to help prepare other teachers.

I failed along the way too. It took me longer to get to this point. I did not get this capstone completed before the pandemic. I had to learn new tools and learn how to teach synchronously through a video conferencing tool that was not designed to do what we were asking it to do. In the end, it only made me a stronger teacher and a more compassionate leader. I am proud of my capstone project. This struggle has been a huge accomplishment for me and I am grateful for the learning that has occurred as a result.

### **Capstone Project**

The capstone was designed and completed using Canvas as the Learning Management System (LMS). Canvas was purchased by FCPS as the LMS option for all middle and high school teachers and students. The capstone was built to highlight learning in an asynchronous environment so Canvas was the best available option provided by FCPS.

Each module displays the title of the module, the background for the lesson, a lesson plan, and screenshots of the module. All of the figures shown are screenshots of the course at the time of presentation. For all screenshots with part 1 and part 2, these represent one continuous page in Canvas. Due to limiting page sizes, the entire page could not be displayed in one screenshot. Any videos or presentations will also be linked to YouTube videos, links to PDFs, shared websites, or screenshots of the presentation (See Appendix C for direct links).

The capstone is one big Canvas course with several different modules. For the capstone, courses and modules are interchangeable and reflect the ideas shared in the course for that lesson. Participants for this course are teachers, educators, and administrators for FCPS. As participants enter the course they are greeted with the home page (See Figure 1).



*Figure 1.* Landing Page for the Canvas Course

The home page has a welcome message and a link to the course menu. Participants can access the course menu by clicking on the green button called “Course Menu”. Once they click on “Course Menu” they are taken to the Professional Learning Course Menu page where they can select from different tools (See Figure 2).



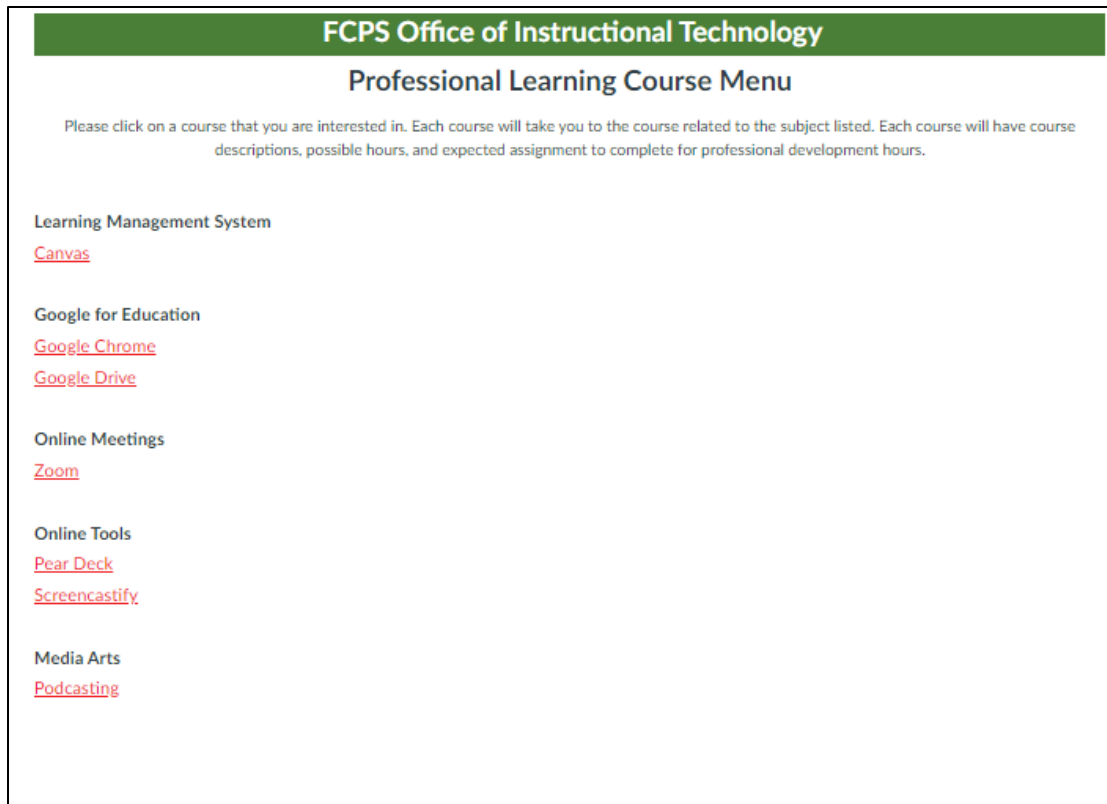


Figure 2. Professional Development Course Menu

### Canvas

The Canvas Landing Page (See Figure 3) allows participants to decide which course (module) they want to attend. They read a description of the course, see how many hours are available, and what they are expected to complete to be awarded professional development hours.


FCPS Office of Instructional Technology			
Canvas			
Course Options	Course Descriptions	PD Credit	Expected Assignment
<a href="#">Canvas Basics</a>	<p>Are you ready to start using Canvas but do not know where to start? Start Here! Canvas Basics is an overview of everything Canvas. Materials covered include:</p> <ul style="list-style-type: none"> <li>• Dashboard</li> <li>• Classes</li> <li>• Modules</li> <li>• Calendar</li> <li>• Where to turn for help</li> </ul>	1 Hour	To be awarded credit, the participant will demonstrate learning by participating in a short quiz over the material presented in this course.
<a href="#">Course Materials, part 1</a>	<p>Building your course has to start somewhere. Once you have a basic understanding of where everything is in Canvas, it is time to build. The hardest part is building your first module. Materials covered in this course include:</p> <ul style="list-style-type: none"> <li>• Courses</li> <li>• Course Settings</li> <li>• Modules</li> <li>• Assignments</li> <li>• Publish</li> </ul>	1 Hour	To be awarded credit, the participant will be able to create a module and two different assignments in Canvas.
<a href="#">Course Materials, part 2</a>	<p>Building content and assessments in Canvas can be stressful. Learn how to make your first page and quiz in Canvas to ease your stress level. Materials covered in this course:</p> <ul style="list-style-type: none"> <li>• Content Pages</li> <li>• Quizzes</li> <li>• Discussion Board</li> <li>• Canvas Commons</li> </ul>	1 Hour	To be awarded credit, the participant will create a content page and a quiz in Canvas.
<a href="#">Grading and Communicating</a>	<p>Grading and communicating with students and parents have never been easier with Canvas. Materials in this course will cover:</p> <ul style="list-style-type: none"> <li>• Commenting</li> <li>• Parent App</li> <li>• Inbox</li> <li>• Calendar</li> <li>• Speedgrader</li> <li>• Rubrics</li> </ul>	1 Hour	To be awarded credit, the participant will create a rubric in Canvas and attach the rubric to an assignment for students.
<div>  <div> <p>Fayette County Public Schools</p> <p>Office of Instructional Technology</p> </div> </div>			

Figure 3. Canvas Landing Page

## Canvas Basics Module

Background: This lesson plan (See Table 1) was developed as the start of a Canvas Course series. Participants may have some background knowledge of Canvas, but this module was designed for a brand new user to Canvas. This is an overview of the different icons and toolbars found in Canvas before teachers start to build a course in Canvas.

Table 1

Canvas Basic Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course Module/Lesson Planning

<b>Course:</b>	<b>Module Title:</b>
Canvas	Canvas- Canvas Basic
<b>Lesson Plan</b>	
<b>Gaining attention:</b> Question: How can teaching online or in a blended learning environment be different than a traditional classroom?	
<b>Inform Students of the Objectives:</b>  Participants will be exposed to Canvas as a Learning Management System.	<b>ISTE Standards for Educators:</b>  5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

---

**Recall Previous Learning:**

Gaining access to Canvas, if needed

---

**Presenting New Information:**

- What is Canvas?
  - How to login?
  - Dashboard and Navigation Overview
  - How to clean up courses in dashboard
  - Modules and Module Planning (Overview)
  - Help session video and Canvas support
- 

**Provide Learning Guidance:**

Reading Materials, provided by Canvas  
Screenshots  
Instructional Gifs

---

**Elicit Performance:**

Recall Traditional Classrooms vs. Blended Learning Environments with Pages and Modules

---

**Provide Feedback:**

Feedback will be provided following the assessment. Students will receive the correct answer with feedback as to why that answer was correct.




---

**Assess Performance:**

Participants will demonstrate learning by participating in a short quiz over the material presented in this course.

Quiz:

1. How does a Canvas user change their dashboard classes?
    - a. Click on "All Courses" and star the course
    - b. Right-click and select
    - c. It is not possible to change the dashboard
  2. A content page includes everything a Canvas user would need for their course work?
    - a. True
-

- 
- b. False
3. Canvas support is not an option for FCPS teachers.
- a. True
- b. False
4. How would a Canvas user find their dashboard?
- a. 
- b. 
- c. 
5. If a teacher has questions about Canvas, they can contact their District Digital Learning Coach.
- a. True
- b. False

---

### Enhance Retention and Transfer:

Example Canvas courses for viewing

---

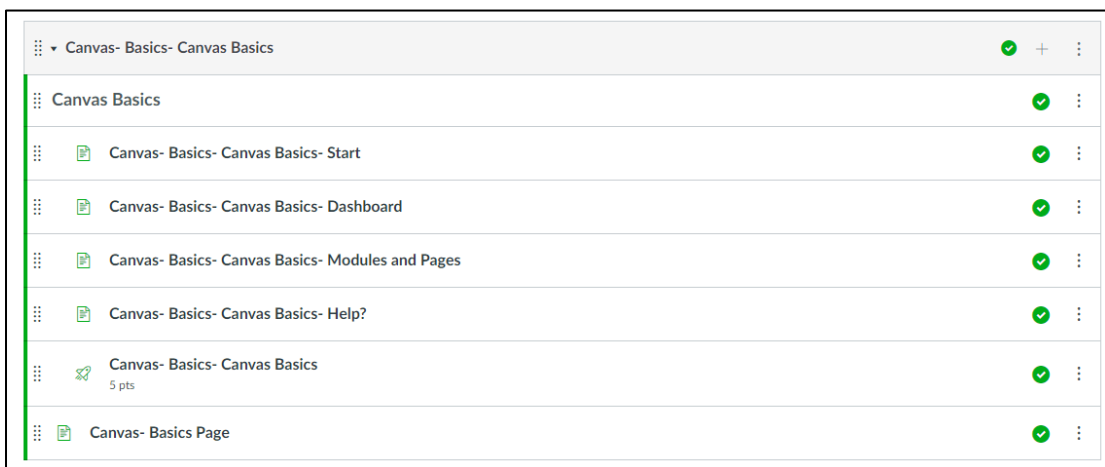


Figure 4. Canvas Basics- Module View

[Return to Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Canvas Overview

Learning Outcomes:


The participant will be able to add a course to the dashboard, understand the importance of a module, and how to ask for help.

ISTE Standard:

1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

Before you start, think about this question:

- How can teaching online or in a blended learning environment be different than a traditional classroom?



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Figure 5. Canvas Basics- Learning Outcomes Page (See Appendix C for direct link)

When designing the course, modules help plan out the instruction (See Figure 4). This course was designed so that when the participant clicked on the link from Canvas Landing Page, they are taken to the learning outcomes page (See Figure 5). Building in a module also provides participants with a next button at the end of the content or go to something on a previous page (See bottom of Figure 5). When they have completed the activity, read or watched the instruction, or are ready to move on, they click the next button to move to the next part of the module.

This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Canvas Landing Page (See Figure 3) and

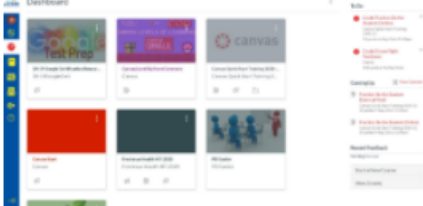
decide if they want to move forward to the next course. To further help with the design of the course, at the top of each page and assignment, participants return to the main landing page for each module (See top of Figure 5). This allows participants to return if they feel like they quickly need information provided in another course.

Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Canvas Dashboard

When you log into Canvas for the first time, you will see your dashboard. The Canvas Dashboard is home to all of the classes that you have starred as your favorite courses. Your courses might look different but this is an example of what a dashboard could look like.



**Right-side Panel**

On the right side of your dashboard, you will find your to-do list. This to-do list only appears after you have submitted work from your students. Also on the right side, you will find "Start a New Course". You will use this if you want to start a course that is not already created for you through Infinite Campus. The "Coming Up" feature is available for students to let them know what is due soon.

**To Do**

- Grade Practice Be the Student (Online)  
Canvas Quick Start Training  
2020-21  
30 points • May 28 at 11:59pm
- Grade Online Flight Notebook  
Canvas  
100 points • No due date

**Coming Up** [View Calendar](#)

- Practice Be the Student (Online)  
Canvas Quick Start Training 2020-21  
30 points • May 28 at 11:59pm

**Recent Feedback**  
Nothing for now

[Start a New Course](#)

[View Grades](#)

**Left-side Panel**

The left-side panel is home to quick access icons. This toolbar will be here the entire time you use Canvas.







-  Dashboard
-  All Courses
-  Calendar
-  Inbox
-  Commons- Canvas Online Sharing Platform
-  Help- Canvas Help


Figure 6. Canvas Basics- Canvas Dashboard Page, part 1




If you are not seeing the courses you want, it is likely due to not starring the first time. To get started, we will look at how to star a course and add it to your dashboard.

### How to Star A Course

- Click on "Courses"
- Click on "All Courses"
- In the All Courses Section, Any of the courses you want need to be an orange star. If it is not orange, it will not show on your dashboard.
- Click the star next to the name of the course and it should turn orange.



The screenshot shows the Canvas 'All Courses' page. A green callout box with the text 'Click on All Courses' points to the 'All Courses' link in the left sidebar. The main content area lists courses, including 'Canvas Basics Training (2020-21)' and 'Technology PD Course'. A star icon is visible next to the 'Technology PD Course'.



The logo for Fayette County Public Schools Office of Instructional Technology. It features a green stylized power button icon with a leaf on top, followed by the text 'Fayette County Public Schools' and 'Office of Instructional Technology'.

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Figure 7. Canvas Basics- Canvas Dashboard Page, part 2

[Return to Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Canvas Modules and Pages

When thinking about modules, I like to think of them as a big picture or a unit. The module can be anything you want it to be but it is the big picture. In a new course, modules are normally set to your course's homepage. It will be the first thing your students will see when they enter your online classroom. (Yes, you can change it.)

Course **Modules** can be as simple as the week and all of the assignments and instructions or can be as big as a unit of study. Think of how you would organize your classroom at school. What is easier for you and your students? I found it easier to organize by the main units we were covering, but it was a personal choice. I have seen many different courses and either way works. Course Modules just make organizing your class a little easier.

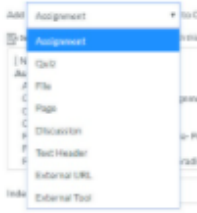
Modules are where you want everything to live. One of the nice things about Canvas, you can organize your little heart out if you want.

Once you have made the decision on how you want to organize your modules, you can then begin to plan out your course. Try adding some content pages to your module. What you are on right now is a **Content Page**. This is a place for you to put any instructional materials. Love a YouTube video? Embed it on a page. Have an awesome slides presentation from class? Add that to a page for future reference. Content Pages are meant for you to add what you need. Don't feel like you need a content page at all, but it will add extra value in your efforts to reteach your students.

Example of this module setup:

Canvas Basics	
Canvas Basics	
Canvas-Beginning: Canvas Basics	
Canvas-Beginning: Canvas Basics Dashboard	
Canvas-Beginning: Canvas Basics Modules and Pages	
Canvas-Beginning: Canvas Basics Help?	
Canvas-Beginning: Canvas Basics	


What can be added to a module? Below are some of the shells that can be added to a module.



Want to learn more? Canvas has created some great materials for you to check out. We will also dive a little deeper into Modules and planning in the next module of our PD series.

[What are Modules?](#)

[How to edit a Page?](#)



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Figure 8. Canvas Basics- Canvas Modules and Pages (See Appendix C for direct link)

Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Canvas Help

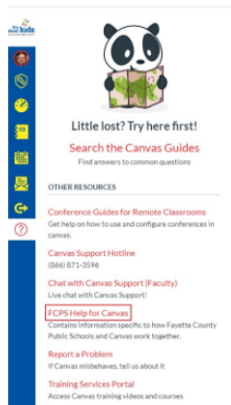
When you have questions about Canvas, there is a help icon on the left-side panel. This icon will open up a new menu with a lot of useful Canvas specific tutorials.



FCPS also has a How-To Help and archived announcements on its Canvas page.

To access the FCPS Help Page:


- Click the Help Icon
- Click on "FCPS Help for Canvas"



To access the direct link- Visit the [FCPS Help for Canvas](#) website.

You can also call the Canvas Support Hotline or Chat with Canvas Support. Both of these options are found under the Help icon menu.

For district support, please contact your local District Digital Learning Coach by emailing [OIT.SupportRequest@fayette.kyschools.us](mailto:OIT.SupportRequest@fayette.kyschools.us).

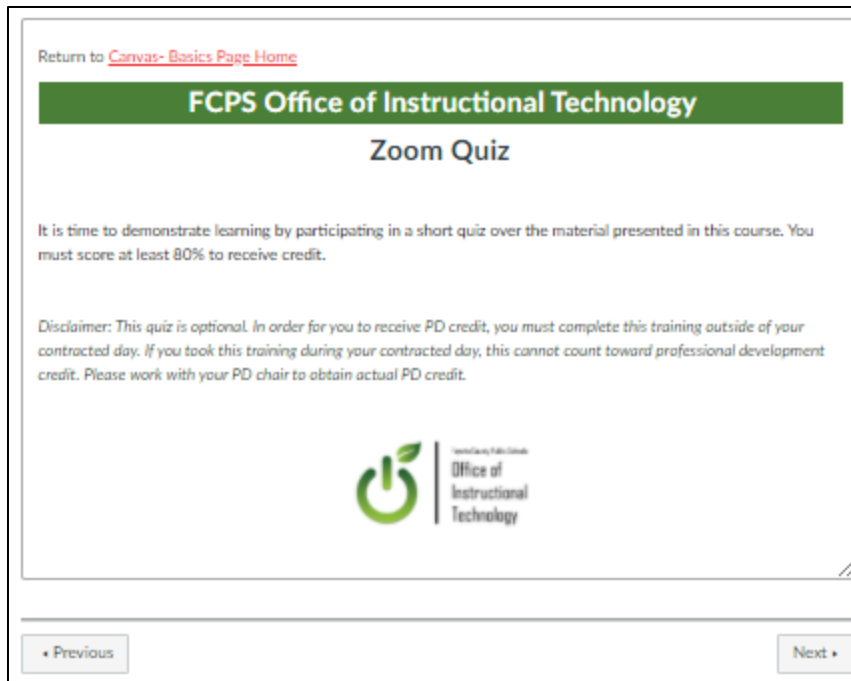


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Figure 9. Canvas Basics- Canvas Help Page (See Appendix C for direct link)



*Figure 10. Canvas Basics- Quiz*

Participants work through the materials presented in this module to help them understand an overview of Canvas (See Figures 5-10). After the participant has finished this course and taken the quiz, they will see the results of their quiz. Once they have completed the material, a Certificate of Attendance (See Figure 11) is emailed to the participants filled out with the participant's name and the title of the course. They return to the Canvas Landing Page after completion (See Figure 3).



Figure 11. Certificate of Attendance

### Canvas Materials, Part 1 Module

Background: Participants may have some background knowledge of Canvas, but this module was designed for a brand new user to Canvas. This lesson plan (See Table 2) starts the participants out with guidance on building a course in Canvas. When teachers are building courses in Canvas, they have to know how to use Modules and Assignments. This lesson covers the basics of Canvas for a teacher that just wants to collect assignments.

Table 2

Canvas Materials, Part 1 Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course

#### Module/Lesson Planning

<b>Course:</b>	<b>Module Title:</b>
Canvas	Canvas Materials, Part 1

#### Lesson Plan

##### **Gaining attention:**

Building your course has to start somewhere. Once you have a basic understanding of where everything is in Canvas, it is time to build. The hardest part is building your first module. Materials covered in this course include:

- Courses
- Course Settings
- Modules
- Assignments
- Publish

##### **Inform Students of the Objectives:**

Participants will be able to create a module and two different assignments in Canvas.

##### **ISTE Standards for Educators:**

1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

##### **Recall Previous Learning:**

Dashboard location and Course Icons

---

**Presenting New Information:**

- Courses
  - Infinite Campus Courses
  - Manual Courses
- Course Settings
  - Navigation
  - Course Images
- Modules
  - What is a module?
  - How to structure a module?
- Assignments
  - Regular Assignments
  - External Tool Assignments
- Publish a course and materials

---

**Provide Learning Guidance:**

Reading Materials, provided by Canvas  
Screenshots  
Instructional Videos

---

**Elicit Performance:**

A question to think about: What is a module and how does a module fit into a course?

---

**Provide Feedback:**

Feedback will be provided following the assessment. Students will receive the correct answer with feedback as to why that answer was correct.

---

**Assess Performance:**

To be awarded credit, the participant will be able to create a module and two different assignments in Canvas.

Expectations

---

---

The module should have at least two assignments, a content page, and a quiz. For this part of the assignment, you do not need to do anything other than add the placeholders. You will add the quiz and content page in the next part of the course. You just need to screenshot the modules page with the four things under the module.

For the assignments, practice a traditional assignment and an external tool assignment. You will screenshot these two different assignment types for this assignment. It is suggested that the external tool be a Google Drive Cloud Assignment (Make a Copy for each student) but you may select another external tool. Remember external tools go in the submission type, not the instruction box.

---

### Enhance Retention and Transfer:

Participants will create their module for one of their courses. This will help transfer the knowledge from the course to real-world practice.

---

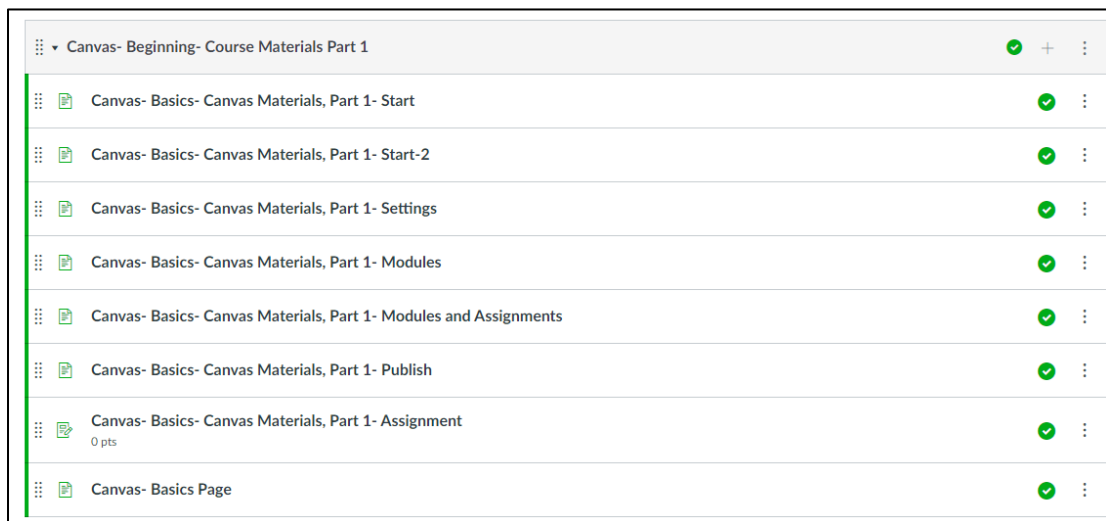
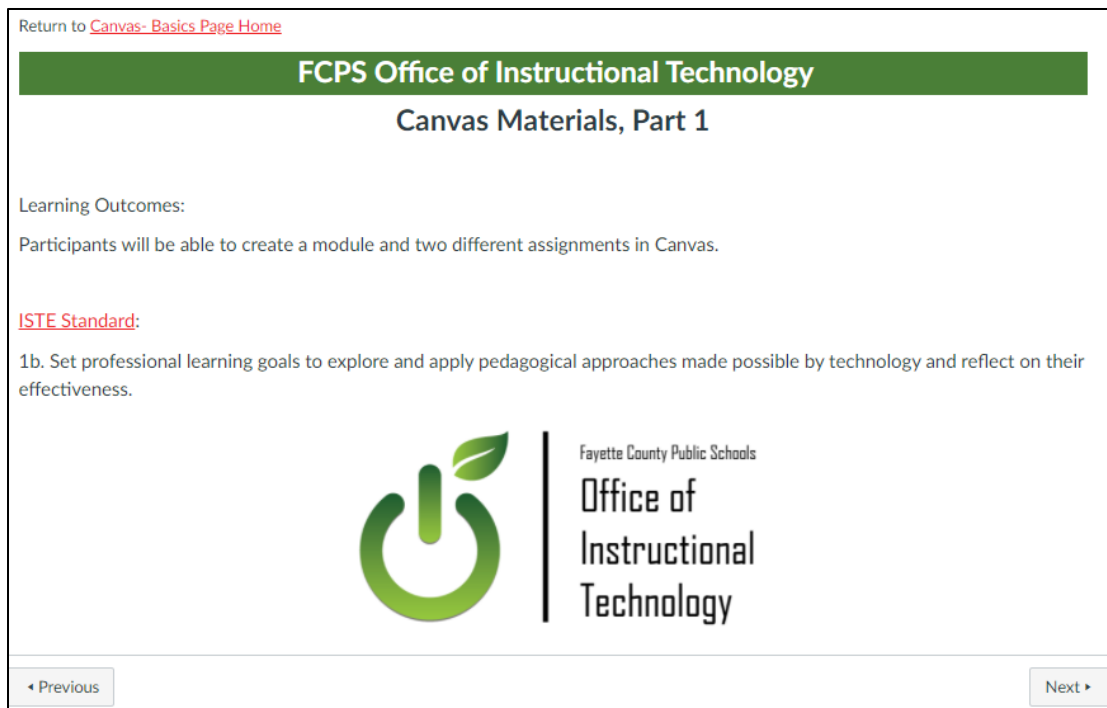


Figure 12. Canvas Materials, Part 1 Module - Module View





*Figure 13.* Canvas Materials, Part 1 Module- Learning Outcomes Page (See Appendix C for direct link)

When designing this course, modules help plan out the instruction (See Figure 12). This course was designed so that when the participant clicked on the link from Canvas Landing Page (See Figure 3), they are taken to the learning outcomes page (See Figure 13). This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Canvas Landing Page (See Figure 3) and can decide if they want to move forward to the next course.

To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 13). This allows participants to return if they feel like they quickly need information provided in another course.

Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Starting a New Course


There are two main ways to start a course. You could use the "Start a New Course" Button or you might have courses already created through Infinite Campus. If neither option is not available, please contact [OIT.SupportRequest@fayette.kyschools.us](mailto:OIT.SupportRequest@fayette.kyschools.us) to get started.

**Infinite Campus Courses**


Infinite Campus Courses are created for any teacher that has assigned students to them through Infinite Campus (IC). One of the benefits of using your IC course is your students are already enrolled and the moment you publish your course your students will be able to see the class. This is a nice feature especially at the beginning of the year when rosters change slightly or when a new student enrolls in your class. (Normally it takes a day for IC courses to update rosters.)

If you are happy with your IC courses, then use them. If you want to have a course where you create content first and then move it into your course, you will want to create a new course and then export and import. (We will cover this later)

Example of IC Courses: There are a ton of numbers before the course title



450812.321952-Adv US Hist B2  
Adv US History-Semester 2 - S...  
2019/2020 School Year



450812.123752 - US Hist A1  
US History - Semester 2 - Snod...  
2019/2020 School Year

*(Compliments to Kimberly Snodgrass for the Dashboard Picture- Thank you!)*

**Creating a New Course**

This is normally where I start. I like to start with a course that I can try things out in and learn. Once I am ready to move the materials, I just export and import them into my IC courses. Sometimes, I also just have students enroll in the new course and bypass the IC course.

To create a new course:

- Click "Start a New Course" on your dashboard.

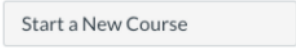
*Figure 14. Canvas Materials, Part 1 Module- Starting a New Course Part 1*

**Creating a New Course**

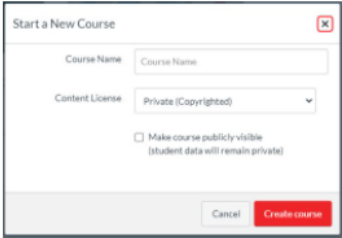
This is normally where I start. I like to start with a course that I can try things out in and learn. Once I am ready to move the materials, I just export and import them into my IC courses. Sometimes, I also just have students enroll in the new course and bypass the IC course.

To create a new course:


- Click "Start a New Course" on your dashboard.



- A new screen will appear and ask you the Course Name. This can be whatever you want, but it is recommended that you keep it close to your Course Title if you are adding students. They will also see the Course Name on their dashboard. Normally, I would name a course "B3 AP English 3" to indicate the class period and the class name.



- Once you have the course name, leave it private and click "Create Course".



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Figure 15. Canvas Materials, Part 1 Module- Starting a New Course Part 2

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## FCPS Office of Instructional Technology

### Settings for Success

Once you create your course, you want to set up your course for success. This will make it easier for your students to navigate and make it less confusing for them when instruction gets started. This should be done in every course you create. Once you set it up, you can change it but you will not have to do any other setups. You can also skip this step if you want. Speaking from experience though, you will want to take the time now to set it up.

 **Setting Your Canvas Course Up for Success**  [Copy link](#)



**Setting Your  
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Up for Success**

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Figure 16. Canvas Materials, Part 1 Module- Settings for Success (See Appendix C for direct link)

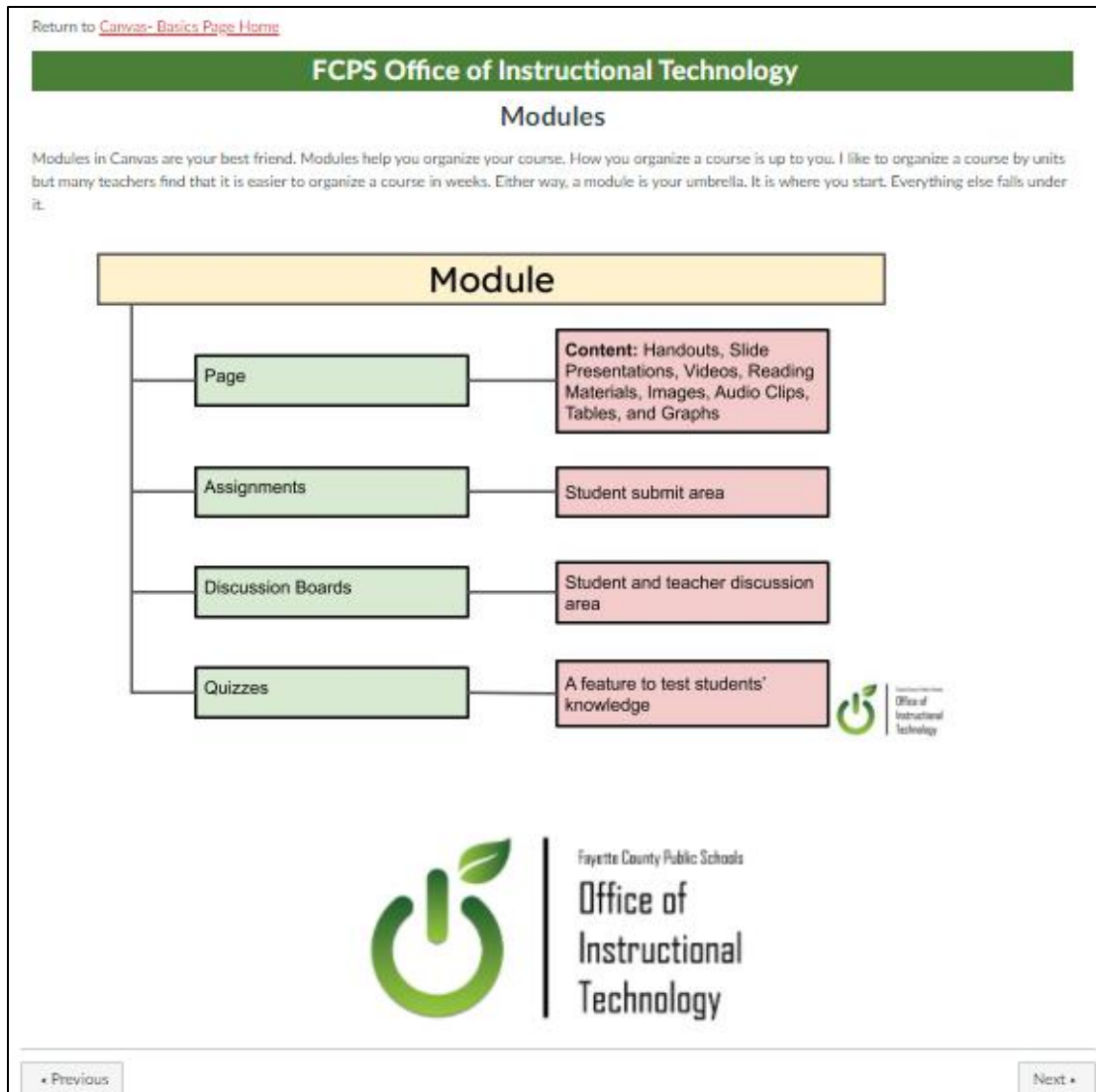



Figure 17. Canvas Materials, Part 1 Module- Modules

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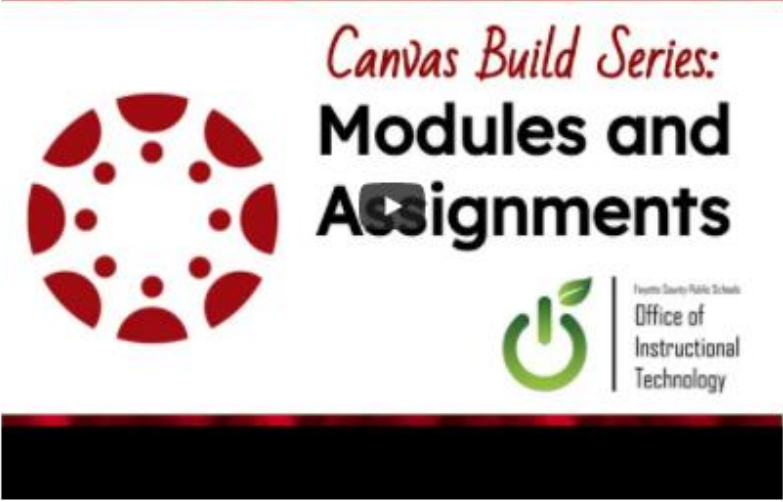
## FCPS Office of Instructional Technology

### Modules and Assignments


As you watch this video, think about what is a module and how a module fits into your course. Remember, always use modules to plan your course. Watch this video to see how everything works together.




Canvas Build: Modules and Assignments [Copy link](#)



*Canvas Build Series:*  
**Modules and Assignments**





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Figure 18. Canvas Materials, Part 1 Module- Modules and Assignments (See Appendix C for direct link)

Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Publish

You have to publish your courses. Publishing a course allows the course to go live. There are two types of publishing though. The first one is publishing the course and the second is publishing the content, modules, or assignments.

Let's look at how to publish in Canvas!

#### Publishing Content, Modules, and Assignments

Publishing content, modules, and assignments can be accomplished in one of two ways. You can publish material through the page view or through the module view. In both situations, if you see **GREEN** it is published.

**Page View:**

- Publish lives next to the edit button. Just click publish and it will turn green. Once it is green, your students can see it. (See the Content Graphic below.)

**Module View:**

- Publish lives next to the title. It will look similar to a do not enter sign until you click it. Click the symbol and it will turn into a green check. You are published and ready to go. (See the Content Graphic below.)

**PLEASE NOTE:** If you do not publish your module title, students will not be able to see the content that lives in the module even when the content is published. Also, the module title will publish **all** of the content for that module at once. Uncheck anything that you do not want to be published.

**1. Page View:**  
Click the "Publish" Button

**2. Module View:**  
Click the "Publish" Button

Content Graphic

Figure 19. Canvas Materials, Part 1 Module- Publish Part 1

**Publishing a Course**

Once you are ready for your course to go live, it is time to publish. There are two places to look when you are ready to publish the course.

First, you can look at the Canvas Dashboard for a new section called Unpublished Courses. This section will show all of your unpublished courses. Click "Publish" and your course will go live. (See the Course Graphic below.)

The second option is to publish your course from the Course Homepage. Open your course, or click the "Home" tab and you will be taken to the homepage. In the top right you will see "Course Status". Click "Unpublished" and your Course will change to green and "Published". (See the Course Graphic below.)

**PLEASE NOTE:** You cannot add students to an unpublished course. Courses will not appear on student dashboards if they are unpublished too.

The diagram illustrates two methods for publishing a course. On the left, a box labeled '1. Canvas Dashboard' with an arrow points to a screenshot of the 'Unpublished Courses' section on the Canvas Dashboard, which features a 'Publish' button. On the right, a box labeled '2. Course Homepage' with an arrow points to a screenshot of a course homepage. In the top right of the homepage, there is a 'Course Status' dropdown menu. An arrow points from this menu to a detailed view of the status options, where 'Unpublished' is selected and 'Published' is highlighted in green. Below the screenshots, the text 'Course Graphic' is followed by the Fayette County Public Schools logo and the text 'Office of Instructional Technology'.

Course Graphic

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Technology

Figure 20. Canvas Materials, Part 1 Module- Publish Part 2



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## FCPS Office of Instructional Technology

### Canvas Materials, Part 1 Assignment

Participants will create a module and two different assignments. Submit a screenshot of a page and quiz you have created for your course.

#### Expectations


The module should have at least two assignments, a content page, and a quiz. For this part of the assignment, you do not need to do anything other than add the placeholders. You will add the quiz and content page in the next part of the course. You just need to screenshot the modules page with the four things under the module.

For the assignments, practice a traditional assignment and an external tool assignment. You will screenshot these two different assignment types for this assignment. It is suggested that the external tool be a Google Drive Cloud Assignment (Make a Copy for each student) but you may select another external tool. Remember external tools go in the submission type, not the instruction box.

#### How to Take a Screenshot

- To screenshot on a **Chromebook**- Ctrl + Shift + Windows Key
- To screenshot on a **Windows 10** Machine- Windows Key + Shift + S
- To screenshot on a **Mac**- Cmd + Shift + 4

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 21. Canvas Materials, Part 1 Module- Assignment

Participants work through the materials presented in this module to help them design a Canvas course (See Figures 13-21). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Canvas Landing Page after completion (See Figure 3).

### **Canvas Materials, Part 2 Module**

Background: Participants may have some background knowledge of Canvas, but this module was designed for a brand new user to Canvas. This lesson (See Table 3) module picks up where the other module left off. This module focuses on how Canvas can be used to deliver content both synchronously and asynchronously including assessing the participants' students.

Table 3

Canvas Materials, Part 2 Lesson Plan

## **FCPS Office of Instructional Technology**

### **Professional Development Course**

#### **Module/Lesson Planning**

---

**Course:**

Canvas

---

**Module Title:**

Canvas Materials, Part 2

---

#### **Lesson Plan**

---

---

**Gaining attention:**

Building content and assessments in Canvas can be stressful. Learn how to make your first page and quiz in Canvas to ease your stress level. Materials covered in this course:

- Content Pages
- Quizzes
- Discussion Board
- Canvas Commons

---

**Inform Students of the Objectives:**

Participants will be able to create a content page and a quiz in Canvas.

---

**ISTE Standards for Educators:**

1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

---

**Recall Previous Learning:**

What are pages?

---

**Presenting New Information:**

- Content Pages
  - Sequencing
  - YouTube Videos
  - Immersive Reader
  - Rich Content Editor
- Quizzes
  - Classic Quizzes
  - New Quizzes
- Discussion Board
- Canvas Commons

---

**Provide Learning Guidance:**

Reading Materials, provided by Canvas  
Screenshots  
Instructional Videos

---

---

**Elicit Performance:**

A question to think about: What are some of the benefits of using Pages to deliver content? Immersive Reader, YouTube, Images

---

**Provide Feedback:**

Feedback will be provided following the assessment. Students will receive the correct answer with feedback as to why that answer was correct.

---

**Assess Performance:**

Participants will create a content page and a quiz. Submit a screenshot of a page and quiz you have created for your course.

Expectations

The content page should be information you would share with your students related to your content. Consider using videos or images and text to add the content to your course. The content page should reflect the content you would be teaching your students. It should not be instructions for an assignment.

For the quiz, create one quiz (New or Classic). This quiz should have at least three questions and should reflect the content you teach. You can select the question type and also include more questions if you wish. This will help you use this quiz in the future.

---

**Enhance Retention and Transfer:**

Participants will content and quiz for one of their courses. This will help transfer the knowledge from the course to real-world practice.

---

Canvas- Basics- Course Materials Part 2	✓	+	⋮
Canvas-Basics- Canvas Materials, Part 2- Start	✓		⋮
Canvas-Basics- Canvas Materials, Part 2- Pages	✓		⋮
Canvas-Basics- Canvas Materials, Part 2- RCE	✓		⋮
Canvas-Basics- Canvas Materials, Part 2- Quizzes	✓		⋮
Canvas-Basics- Canvas Materials, Part 2- Discussion	✓		⋮
Canvas-Basics- Canvas Materials, Part 2- Commons	✓		⋮
Canvas- Basics- Canvas Materials, Part 2- Assignment 0 pts	✓		⋮
Canvas- Basics Page	✓		⋮

Figure 22. Canvas Materials, Part 2 Module- Module View

Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology


### Canvas Materials, Part 2

Learning Outcomes:

Participants will be able to create a content page and a quiz in Canvas.

**ISTE Standard:**

1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.



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Instructional  
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Figure 23. Canvas Materials, Part 2 Module- Learning Outcomes Page (See Appendix C for direct link)

When designing this course, modules help plan out the instruction (See Figure 22). This course was designed so that when the participant clicked on the link from Canvas Landing Page (See Figure 3), they are taken to the learning outcomes page (See Figure 23). When they have completed the activity, read or watched the instruction, or are ready to move on, they can click the next button to move to the next part of the module.

This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Canvas Landing Page (See Figure 3) and can decide if they want to move forward to the next course. To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 23). This allows participants to return if they feel like they quickly need information provided in another course.

[Return to Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Pages

**What are Pages?**

Pages keep resources and content available for your students. I like to think about Pages as content. A page is meant for content. You add your assignments to an assignment and you add content to pages. You might even see pages listed in this course as Content Pages. This is to help you understand why you would use a page. You would use it for content.

Content does not mean writing only. You can add text, video, images, and hyperlinks. Pages help the flow of your module. Remember a module is linear. You can have students go through the content in pages and then make it to their assignment after reading or watching the page prior to the module.



```
graph LR; StartModule[Start Module] --> Page1[Page 1 (Content)]; Page1 --> Page2[Page 2 (Content)]; Page2 --> Assignment[Assignment];
```

Most of the instruction in this course is built using pages.

**Building and Editing a Page**



Adding an Unlisted YouTube Video to Canvas



Watch More of Our FCPS Videos at [bit.ly/DOI-VIDEOS](https://bit.ly/DOI-VIDEOS)

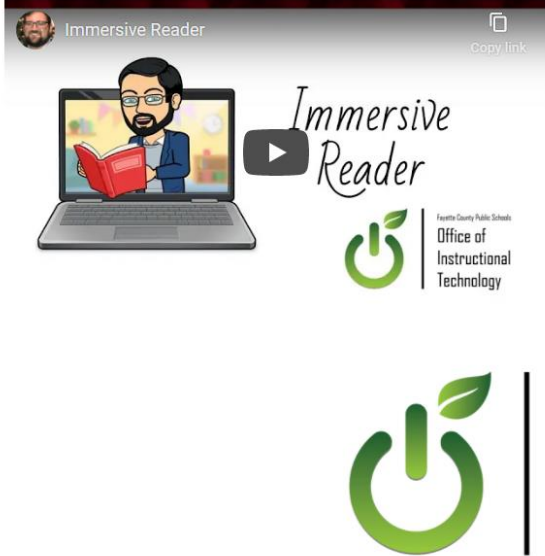
Figure 24. Canvas Materials, Part 2 Module - Pages Part 1 (See Appendix C for direct links)

**Immersive Reader**

One of the benefits of building content on a Page, instead of a Google Doc, is the ability to use Immersive Reader. Immersive Reader is built into Canvas and the student has the ability to have a built-in text reader. Immersive Reader will only read the text on the page, so anything that has been embedded will not be picked up by the reader.

Immersive Reader is not just a text reader, though. It allows students to translate the page into their home language and for some languages, Immersive Reader will even read to them in their native language. The languages are growing at a rapid rate so check it out above frequently.

Take a look at the video below as an overview of Immersive Reader and then try it out for yourself. This is a page and Immersive Reader is at the top.



The screenshot shows a Canvas page interface. At the top, there's a header bar with a user profile icon and the title 'Immersive Reader', along with a 'Copy link' button. Below this is a video player showing a cartoon character with a beard and glasses reading a red book on a laptop screen. To the right of the video is the 'Immersive Reader' logo, which consists of a green power button icon with a leaf on top. Below the video and logo is the Fayette County Public Schools Office of Instructional Technology logo, which is a larger green power button icon with a leaf on top. At the bottom of the page, there are 'Previous' and 'Next' navigation buttons.

*Figure 25.* Canvas Materials, Part 2 Module - Pages Part 2 (See Appendix C for direct link)




Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology


### Rich Content Editor

The Rich Content Editor is the tool provided by Canvas to add your content. This is where you will type your content and instruction to your students. As you build a Canvas Content Page, you will use the Rich Content Editor.

Here is an overview of how to use the New Rich Text Editor, released 10/16/2020 to Canvas.




New Text Editor for Canvas [Copy link](#)




OIT Shorts: On-Demand Videos


## New Text Editor in Canvas



Watch More of Our FCPS Videos at [bit.ly/OIT-VIDEOS](https://bit.ly/OIT-VIDEOS)



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Figure 26. Canvas Materials, Part 2 Module - Rich Content Editor (See Appendix C for direct link)

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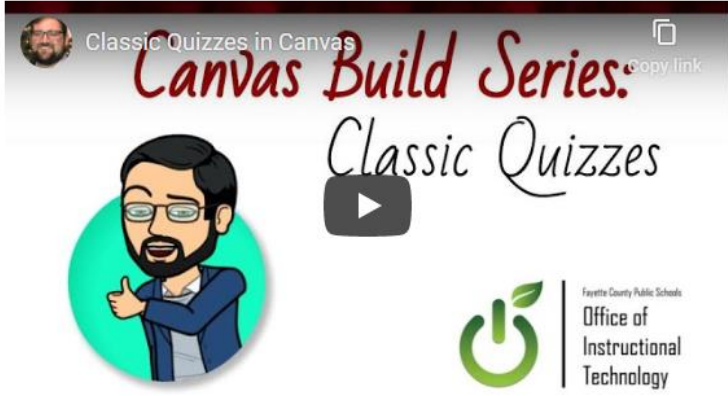
## FCPS Office of Instructional Technology

### Quizzes

When it comes to assessing students in the form of a quiz, Canvas has this feature built-in. You do not need to go outside of Canvas to accomplish a quiz. Quizzes are great ways to see where students are in the learning process. If you have a quiz that you love, why not make it digital and put it into Canvas? Once you put it in Canvas, it is there and you can use it for years to come. You just have to make it there first.

Currently, you have two options with quizzes. Take a look at the two videos and make your choice. There are some benefits to each program. As of 2020, Classic Quiz is set to be discontinued at the end of 2021. There will be a merger available to go from Classic Quizzes to New Quizzes. New Quizzes is not perfect, either. You have to make the best decision for yourself.

#### Classic Quizzes



The video thumbnail for 'Canvas Build Series: Classic Quizzes' features a man with a beard and glasses giving a thumbs up. The text 'Classic Quizzes in Canvas' is at the top left, and 'Canvas Build Series: Classic Quizzes' is in the center. A play button icon is in the middle. The FCPS Office of Instructional Technology logo is at the bottom right. A 'Copy link' button is at the top right.

Figure 27. Canvas Materials, Part 2 Module - Quizzes Part 1 (See Appendix C for direct link)

New Quizzes



The video thumbnail features a man with a beard and glasses, wearing a blue suit, sitting on a large green checkmark. He is holding a yellow notepad and a pencil. To his left are several stacks of books. The background is a dark red gradient with the text 'New Quizzes in Canvas' and 'Canvas Build Series: New Quizzes' in a stylized font. A play button icon is centered over the text. In the top right corner of the video frame, there is a 'Copy link' button.

Additional Readings and Resources

Classic Quizzes

- [What are Quizzes for instructors?](#)
- [What are the different types of Quizzes?](#)
- [What options are available for Quizzes?](#)

New Quizzes

- [What is New Quizzes?](#)
- [How do I create an assessment using New Quizzes?](#)



The logo consists of a green stylized power button icon with a leaf on top, followed by a vertical line and the text 'Fayette County Public Schools Office of Instructional Technology'.

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Figure 28. Canvas Materials, Part 2 Module - Quizzes Part 2 (See Appendix C for direct links)

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## FCPS Office of Instructional Technology

### Discussion Boards


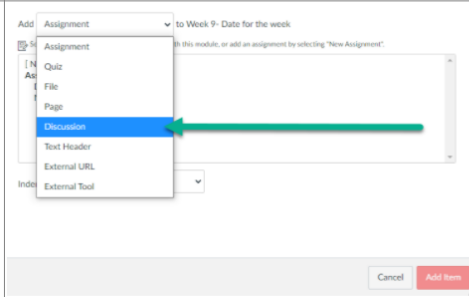
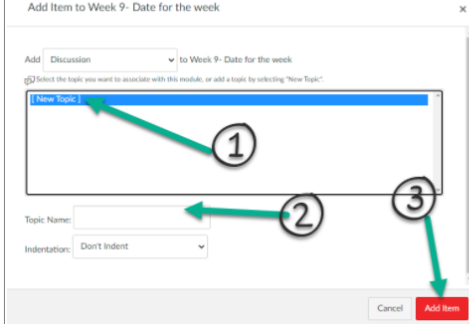
If you are looking for a way to have students discuss a topic, discussion boards might be an excellent tool for you. The structure is important, though. You will want to think of the value a discussion board could have in your class. You will want a meaningful discussion not just students submitting for a checkmark.

Here are some things to consider as you work through building a discussion board:

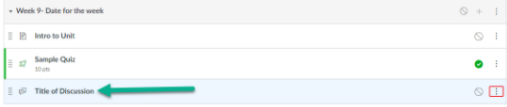
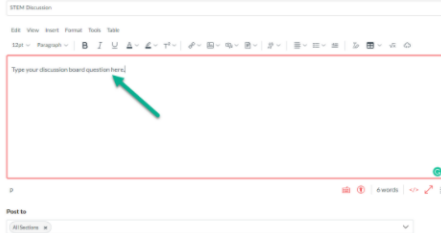
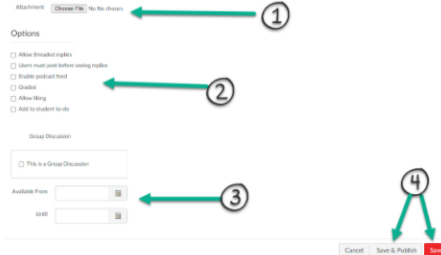
- What is the purpose?
- Who is the audience?
- What is the standard attached to this discussion?
- Do students need to post before seeing the discussion?
- Are they replying to a certain amount of students?


These suggestions are not to discourage you from using the discussion boards, but to help you see the value this can have in your classroom. Discussion boards without structure can be considered busy work and you might not get the level of detail from your students you are wanting.

#### Building a Discussion Board Thread

1. Click the plus sign in the module you want the discussion board thread	
2. Use the dropdown menu and select "Discussion"	
3. Click "New Topic" (1) 4. Give your thread a title (2) 5. Click "Add Item" (3)	

*Figure 29. Canvas Materials, Part 2 Module - Discussion Board Part 1*

6. Click on the title under the module and open the discussion board	
7. Add your question to the Rich Text Editor	
<p>8. Attach files or images for students to discuss (1)</p> <p>9. Different options for the thread (2)</p> <p>Few settings to consider:</p> <p><b>Allow thread replies-</b> Allows students to reply to each other</p> <p><b>Users must post before seeing replies-</b> If you want students to answer the discussion first and then see all of the other responses</p> <p><b>Graded-</b> If you want to grade this and see it in Speedgrader</p> <p>10. Available from and until for students to work on this thread (3)</p> <p>11. "Save &amp; Publish" or "Save" to publish later (4)</p>	



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Figure 30. Canvas Materials, Part 2 Module - Discussion Board Part 2

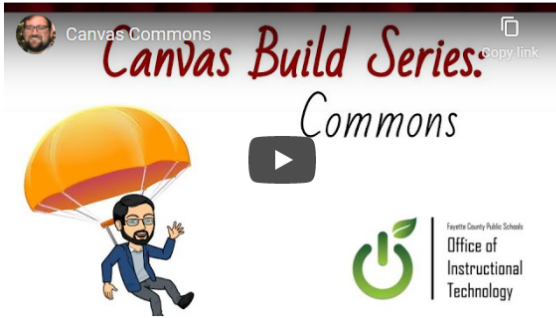
Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology


### Canvas Commons


Canvas Commons is an online storage bank of material. Canvas users can share material, modules, pages, quizzes, and more with our district or on a global level. Canvas Commons is a great tool for sharing across your building or others in the district. Take a look at how to import something from the Canvas Commons.


#### Importing from Canvas Commons



Additional Readings and Resources

[What is Canvas Commons?](#) 

[How to export material to the Commons](#) 



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Figure 31. Canvas Materials, Part 2 Module - Canvas Commons (See Appendix C for direct links)

[Return to Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

### Canvas Materials, Part 2 Assignment

Participants will create a content page and a quiz. Submit a screenshot of a page and quiz you have created for your course.

**Expectations**


The content page should be information you would share with your students related to your content. Consider using videos or images and text to add the content to your course. The content page should reflect the content you would be teaching your students. It should not be instructions for an assignment.

For the quiz, create one quiz (New or Classic). This quiz should have at least three questions and should reflect the content you teach. You can select the question type and also include more questions if you wish. This will help you use this quiz in the future.

**How to Take a Screenshot**

- To screenshot on a **Chromebook**- Ctrl + Shift + Windows Key
- To screenshot on a **Windows 10** Machine- Windows Key + Shift + S
- To screenshot on a **Mac**- Cmd + Shift + 4

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 32. Canvas Materials, Part 2 Module - Assignment

Participants work through the materials presented in this module to help them design a Canvas course (See Figures 23-32). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will

receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Canvas Landing Page after completion (See Figure 3).

### **Grading and Communicating Module**

Background: Participants may have some background knowledge of Canvas, but this module was designed for a brand new user to Canvas. The lesson plan (See Table 4) focus of this module is about communicating with stakeholders. Canvas, as a tool, will help aid teachers in communicating with parents, guardians, students, and administrators. Beyond grading, this module shares tips for teachers to help communicate with everyone through Canvas.

Table 4

Canvas Grading and Communicating Lesson Plan

## **FCPS Office of Instructional Technology**

### **Professional Development Course**

#### **Module/Lesson Planning**

<b>Course:</b> Canvas	<b>Module Title:</b> Grading and Communicating
<b>Lesson Plan</b>	
<b>Gaining attention:</b>	
Grading and communicating with students and parents have never been easier with Canvas. Materials in this course will cover:	
<ul style="list-style-type: none"> <li>• Commenting</li> </ul>	



- 
- Parent App
  - Inbox
  - Calendar
  - Speedgrader
  - Rubrics

---

**Inform Students of the Objectives:**    **ISTE Standards for Educators:**

Participants will use an assessment tool (a rubric) to assess student work in Canvas.

7c. Use assessment data to guide progress and communicate with students, parents, and education stakeholders to build student self-direction.

---

**Presenting New Information:**

- Messaging Students
  - Course Announcements
  - Canvas Inbox
  - Message Students Who...
- Parent App
- Calendar
- Speedgrader
- Rubrics

---

**Provide Learning Guidance:**

Reading Materials, provided by Canvas  
 Screenshots  
 Instructional Gifs  
 Instructional Videos  
 Instructional Slide Decks

---

**Elicit Performance:**

How can rubrics be used to assess student learning?

---

**Provide Feedback:**

---

---

Feedback will be provided following the assessment. Students will receive the correct answer with feedback as to why that answer was correct.

---



---

### **Assess Performance:**

Participants will create a rubric in Canvas and attach the rubric to an assignment for students. Please upload a screenshot of the assignment page with the rubric attached not the editing assignment page. This rubric should match the assignment and should also be made in Canvas, not linked to an external rubric.

---

### **Enhance Retention and Transfer:**

Participants will create a rubric for one of their courses. This will help transfer the knowledge from the course to real-world practice.

---

Canvas- Basics- Grading and Communicating	✓ + ⋮
Canvas- Basics- Grading and Communicating- Start	✓ ⋮
Canvas- Basics- Grading and Communicating- Inbox	✓ ⋮
Canvas- Basics- Grading and Communicating- Parent App	✓ ⋮
Canvas- Basics- Grading and Communicating- Calendar	✓ ⋮
Canvas- Basics- Grading and Communicating- SpeedGrader	✓ ⋮
Canvas- Basics- Grading and Communicating- Rubrics	✓ ⋮
Canvas- Basics- Grading and Communicating- Assignment 0 pts	✓ ⋮
Canvas- Basics Page	✓ ⋮

*Figure 33. Grading and Communicating- Module View*

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## FCPS Office of Instructional Technology


### Grading and Communicating

Learning Outcomes:

Participants will use an assessment tool (a rubric) to assess student work in Canvas.

**ISTE Standard:**

7c. Use assessment data to guide progress and communicate with students, parents, and education stakeholders to build student self-direction.



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*Figure 34. Grading and Communicating- Learning Outcomes Page (See Appendix C for direct link)*

When designing this course, modules help plan out the instruction (See Figure 33). This course was designed so that when the participant clicked on the link from Canvas Landing Page (See Figure 3), they are taken to the learning outcomes page (See Figure 34). Building in a module also provides participants with a next button at the end of the content or go to something on a previous page (See bottom of Figure 34). When they have completed the activity, read or watched the instruction, or are ready to move on, they can click the next button to move to the next part of the module.

This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Canvas Landing Page (See Figure 3) and can

decide if they want to move forward to a new course. To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 34). This allows participants to return if they feel like they quickly need information provided in another course.

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## FCPS Office of Instructional Technology

### Messaging Students

One of the nice things about Canvas is its built-in messaging system. There are multiple ways to message students, even the ability to communicate missing assignments, low scores, and inactivity. Let's look at the different options in Canvas.

#### Announcements

*Canvas Build Series:*  
Course Announcements

Advance Slides Below

Slide 1

Google Slides

Additional Resources

[How do I add an announcement in a course?](#)

#### Inbox

*Canvas Build Series:*  
Canvas Inbox

Advance Slides Below

Slide 1

Google Slides

Additional Resources

[How do I use the Inbox as an instructor?](#)

#### Message Students Who

Canvas Quick Tip: Message Students About a Gradebook Assignment

Watch Later Share

Message Students About a Gradebook Assignment

FCPS Office of Instructional Technology

Additional Resources

[How do I send a message to students from the Gradebook?](#)


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Figure 35. Grading and Communicating- Messaging Students (See Appendix C for direct links)

## Canvas Build Series: Course Announcements




Advance Slides Below



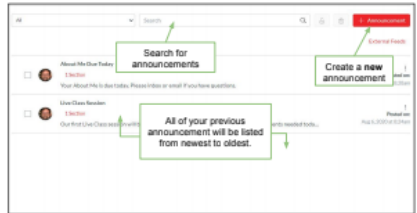
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To get started, click **Announcements** from the left side menu in your course.



As long as you have not hidden your announcements in the navigation under settings, the eyeball will disappear after you make your first announcement. Students will not see this tab until you make your first announcement.

### Announcement Page View

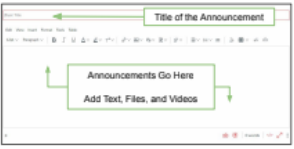


Search for announcements

Create a new announcement

All of your previous announcements will be listed from newest to oldest.

### Title of the Announcement



Announcements Go Here  
Add Text, Files, and Videos


When ready, hit save

Cancel Save

Overview of Text Editor

New Text Editor in Canvas

### Options



Unless you have cross-listed your courses, you have to post announcements to each course.

Attach files outside of the text editor

These are turned off by default but you can check any of these:


**Delay Posting:** Can schedule this announcement for a certain time and date

**Allow users to comment:** Similar to a discussion board, students could comment on this announcement

**Allow liking:** Students can like the announcement

### Canvas Hack

You can add announcements to the homepage of your Canvas course. Go to your course settings and click more options. Check the box "Show recent announcements on Course homepage" and the update course details




Update Course Details

Figure 36. Course Announcements Presentation (See Appendix C for direct link)


## Canvas Build Series:

### Canvas Inbox




Advance Slides Below

Yavapai County Public Schools  
Office of Instructional Technology



#### Composing Messages:

- 1: Select a course, you can only select one course at a time.
- 2: Select your recipients: Teachers, Students (All students or individual students), Student Groups, Observers (Parents)
- 3: Subject Line
- 4: Compose your message here
- 5: Attach files or upload videos, there is not a text editor like in other spots
- 6: Send your message



### Canvas Hack

All Canvas Inbox messages also get sent to your email address. You can reply to these messages from your email and it will also mark the email as read in your Canvas Inbox. All communication will also be saved in Canvas. The same is true for students and parents.




Figure 37. Canvas Inbox Presentation


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## FCPS Office of Instructional Technology

### Parent App

The Canvas Parent App is an excellent tool for parents and guardians to keep up with what their child is doing in your Canvas Course. When a parent signs up for an account, they appear in your class as an observer. **Please do not delete any observer from your People tab.** You might need this information in the future, so it is here for you.

#### Information on the Parent App



#### Canvas Guide for Families

#### Student and Family Help Desk

Students and families that experience technical issues with district-issued devices or hotspots can get assistance from the Student and Family Help Desk.


Phone Number: 859-381-4410      School Year Hours: Monday – Friday, 8 am to 8 pm


#### Is there an app for Canvas?

Yes, Canvas has a Parent app. You should be able




#### Specific Canvas Parent App for Fayette County Public Schools



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Figure 38. Grading and Communicating- Parent App (See Appendix C for direct links)



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## FCPS Office of Instructional Technology

### Calendar

The Canvas Calendar allows students to see assignments and assignment details all in one place. Teachers can also use calendars to keep students up-to-date on events happening in their classrooms. This is a great communication tool for all students, teachers, and parents. Once an assignment is given a due date, Canvas will attach that assignment to the calendar for the class. Parents using the Canvas Parent App also can see the calendar items and assignments for their child. Using due dates and calendars allows for communication with all stakeholders regarding class assignments and events without sending out an email. It is automatic if you use your due dates for assignments.

Besides assignment due dates, there are some great calendar features. Let's look at some additional features in the Canvas Calendar.

#### Add Events to a Class Calendar

Adding Events in Canvas Calendar

Copy link

canvas calendar

Adding Events to a Calendar

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#### Schedule Appointments with Students

Canvas gives you the ability to block out time to meet with your students. You could use this feature to have students schedule appointments with you during your class time, even in a face-to-face environment. This tool can be used in any teaching situation. This would not work with parents though. You would want to use a signup form to accomplish appointments with parents.

Scheduling Appointments in Canvas

Scheduling Appointments in Canvas

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Office of Instructional Technology

#### Additional Reading and Resources

[How do I use the Calendar as an instructor?](#)

[How do I add a Scheduler appointment group in a course calendar?](#)

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Figure 39. Grading and Communicating- Calendar (See Appendix C for direct links)

Return to [Canvas- Basics Page Home](#)

## FCPS Office of Instructional Technology

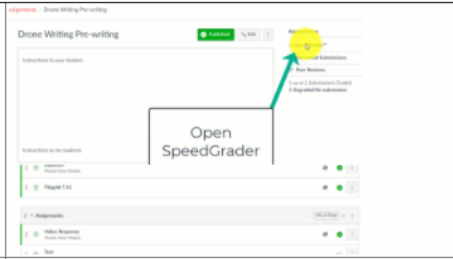
### SpeedGrader

SpeedGrader is an excellent tool. SpeedGrader allows you to quickly grade submissions and move on to the next submission. In SpeedGrader, you have several different tools you can use to give students feedback. Think of SpeedGraders as your mark-up tool for assignments.

Please note, some external tools (Edpuzzle, Pear Deck) do not support Speedgrader. Please refer to these tools for grading options.

#### Opening SpeedGrader

- From Assignment View
  - Open your assignment
  - Look on the right side for SpeedGrader. If you do not see SpeedGrader on the right, scroll to the bottom. Sometimes the resolution of your screen determines where this will be.



- From Grades
  - Open your grade book
  - Hover over the name
  - Click the three dots
  - Open SpeedGrader

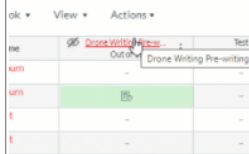



Figure 40. Grading and Communicating- SpeedGrader Part 1

SpeedGrader Overview



SpeedGrader in Canvas

*Canvas Build Series:*

SpeedGrader

Watch later

Share

Use Category Weights to Better Align Grades with IC

Set Categories in Canvas to Match Infinite Campus

Canvas Quick Tips: Use Category Weights to Better Align Grades with IC

Use Category Weights to Better Align Grades with IC

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Figure 41. Grading and Communicating- SpeedGrader Part 2 (See Appendix C for direct links)


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## FCPS Office of Instructional Technology

### Rubrics

If you use rubrics in your classroom, you can easily set up rubrics in your Canvas course. Rubrics are a great way to show expectations for assignments and provide students with a framework for their assignments. While this section is not a sales pitch for rubrics, I would like to give you some "food for thought" related to rubrics. If you use rubrics, skip to the bottom to see how they work in Canvas.


**Why Rubrics?**



**Questions to Think About**

- What are your learning objectives? How will students demonstrate meeting their learning objectives?
- Is this a group assignment or an individual assignment?
- Will this be a group grade or an individual grade?
- What tools are students going to be using?
- How will you accommodate different learners and their needs?
- If you had the perfect student, what would their project look like?
  - This will help set your expectations for this assignment
- Can students have input on the rubric as well?
- How much choice do students get in creating the assignment or project?

**Additional Resources**

[Tips to Writing a Strong Rubric](#) 



*Figure 42. Grading and Communicating- Rubrics Part 1 (See Appendix C for direct links)*

**Canvas and Rubrics**

You can add rubrics from the left side panel in the course or you can add a rubric to a specific assignment. Also, you can reuse the rubrics from different courses and different assignments. Follow this overview of the different parts for rubrics in Canvas. Advance the slides below the slides presentation.

# Canvas Build Series:


## Building a Rubric



Advance Slides Below

Slide 1

Google Slides




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Figure 43. Grading and Communicating- Rubrics Part 2

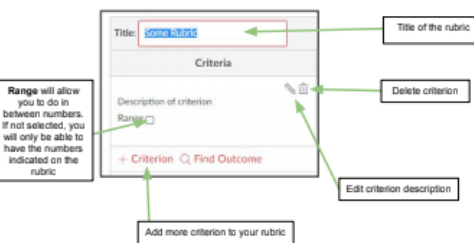
## Canvas Build Series:

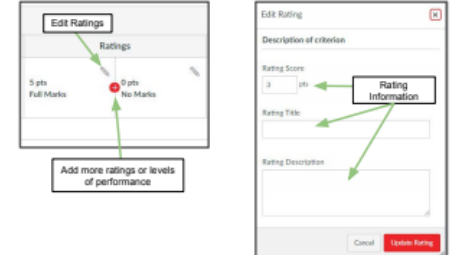
### Building a Rubric

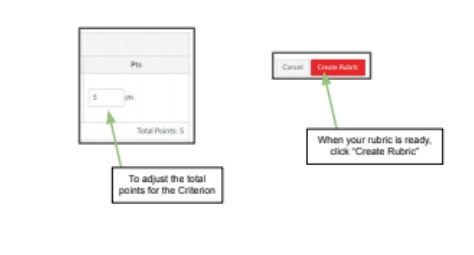


Advance Slides Below

North County Public Schools  
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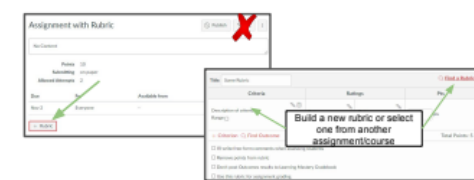


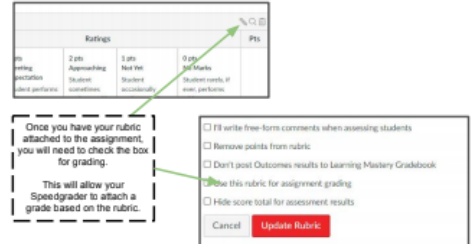




### Attach a Rubric to an Assignment


Open an assignment but not the editor for the assignment. The rubric will be found on the details page of the assignment.





### Canvas Hack

If you use an external tool, you cannot attach a rubric.



To trick Canvas, add the rubric **FIRST** and then add your external tool.

The rubric will appear in Speedgrader but not on the assignment.

Figure 44. Building a Rubric Presentation

Return to [Canvas- Basics Page Home](#)


## FCPS Office of Instructional Technology

### Grading and Communicating Assignment

Participants will create a rubric in Canvas and attach the rubric to an assignment for students. Please upload a screenshot of the assignment page with the [rubric attached](#) not the editing assignment page. This rubric should match the assignment and should also be made in Canvas, not linked to an external rubric.

Need help? Refer to the [Rubric Page](#) in this course.

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 45. Grading and Communicating- Assignment

Participants work through the materials presented in this module to help them understand and communicate with stakeholders in Canvas (See Figures 34-45). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Canvas Landing Page after completion (See Figure 3).

### Google Chrome

Background: The reason for this course was to help teachers sync their data and bookmarks with all of their devices. Sometimes, teachers will work from home and not have the same bookmarks they have at school, and sometimes it is the opposite. This lesson plan (Table 5) was developed to help teachers sync their data so they could have their materials anywhere.

Table 5

Google Chrome Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course

#### Module/Lesson Planning

Course:	Module Title:
Google for Education	Google Chrome
Lesson Plan	
<b>Gaining attention:</b> Google Chrome is where everything lives. This is an overview course of Google Chrome and how to search and find extensions in the Chrome Web Store.	
Content Covered: <ul style="list-style-type: none"> <li>• Syncing Chrome</li> <li>• Bookmarks</li> <li>• Extensions</li> </ul>	
Inform Students of the Objectives:	ISTE Standards for Educators:
Participants will add an extension from the Chrome Web Store to their Google Chrome and adding a bookmark.	4a. Dedicate planning time to collaborate with colleagues to create authentic



---

learning experiences that leverage technology.

---

---

**Recall Previous Learning:**

What is a Chrome browser?

---

**Presenting New Information:**

Content and How-to Guides

- Opening a Chrome browser
  - Signing in to Chrome with FCPS email
    - Why?
  - Linking Data
  - Creating Bookmarks
  - How to find the Chrome Web Store
  - Adding an extension to Chrome
  - Using incognito
- 

**Provide Learning Guidance:**

Instructional gifs to aid in demonstrations

How to take a screenshot on a Chromebook, Windows, and a Mac for assessment

---

**Elicit Performance:**

Recalling the value of syncing Google Chrome on all computers

---

**Provide Feedback:**

After the performance, a certificate will be awarded to show completion. If participants are not awarded a certificate, the instructor will provide individual feedback to participants on how to add Screencastify as an extension. A Zoom session can also be provided.

---

**Assess Performance:**

Participants will add Screencastify to their Google Chrome. This extension will be found in the Chrome Web Store and participants will have to navigate the Chrome Web Store to find Screencastify. Participants will submit a screenshot of their successful add for Screencastify.

---

---

**Enhance Retention and Transfer:**

Explain the value of Screencastify and point participants to a Screencastify tutorial.

---

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## FCPS Office of Instructional Technology

### Google Chrome



Google Chrome is where everything lives. This is an overview course of Google Chrome and how to search and find extensions in the Chrome Web Store.

Content Covered:

- Syncing Chrome
- Bookmarks
- Extensions

To be awarded credit, the participant will submit a screenshot of an extension being added to Google Chrome.

Total Professional Development: 30 minutes



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*Figure 46. Google Chrome- Landing Page*

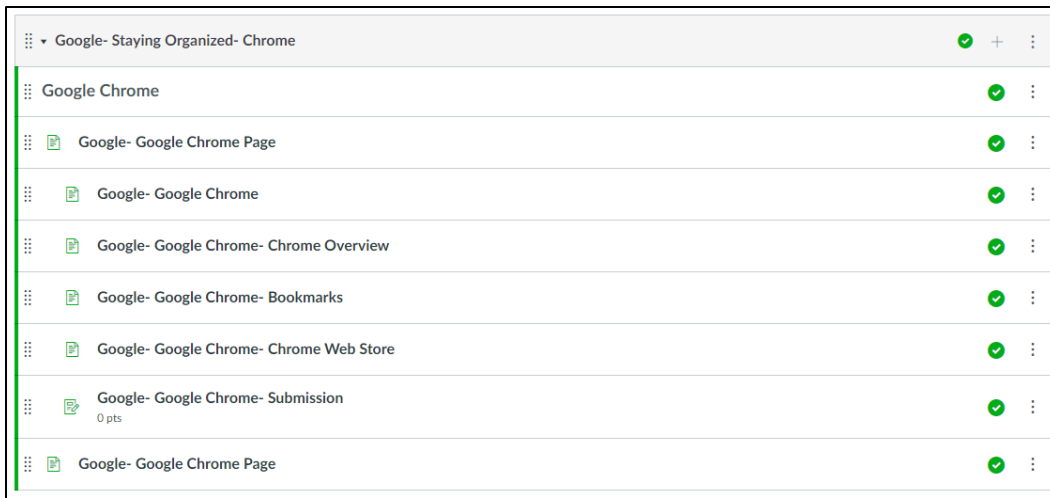


Figure 47. Google Chrome- Module View

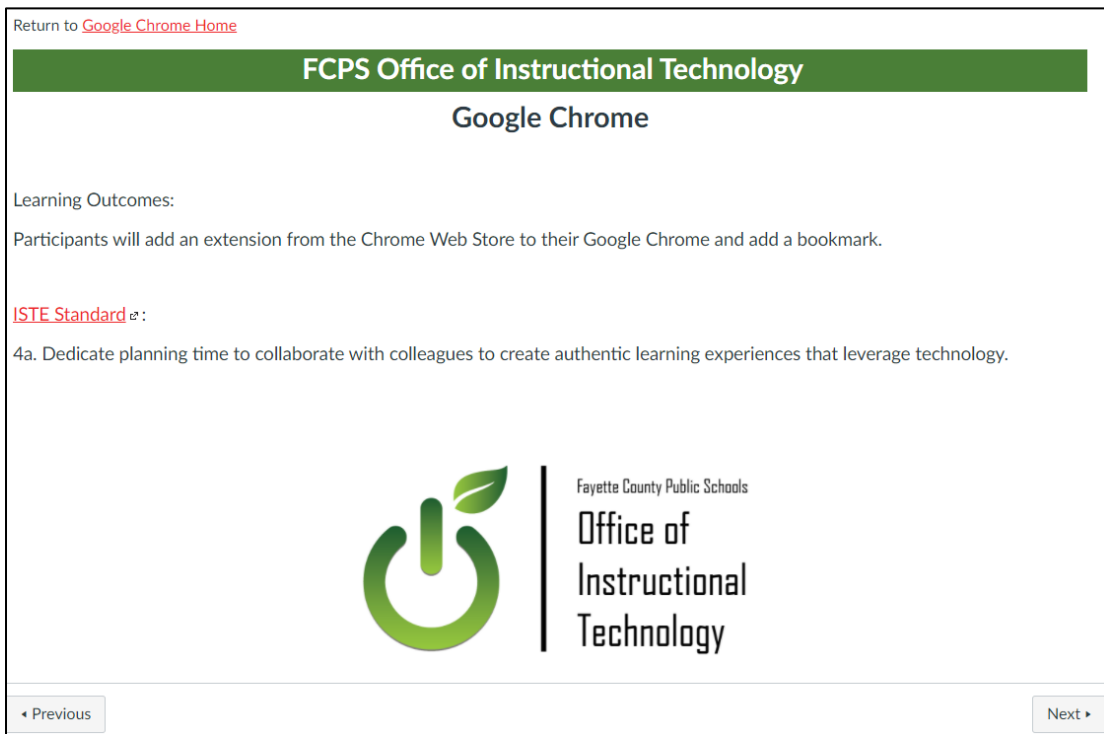


Figure 48. Google Chrome- Learning Outcomes Page

When designing this course, modules help plan out the instruction (See Figure 47). To help start the course, a button was added to the landing page (See Figure 46)

so participants knew where to start. When they clicked the start button they were taken to the learning outcomes page (See Figure 48). Building in a module also provides participants with a next button at the end of the content or go to something on a previous page (See bottom of Figure 48). When they have completed the activity, read or watched the instruction, or are ready to move on, they can click the next button to move to the next part of the module.

This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Google Chrome Landing Page (See Figure 46) and can decide if they want to move forward to a new course. To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 48). This allows participants to return if they feel like they quickly need information provided in another course.

[Return to Google Chrome Home](#)

## FCPS Office of Instructional Technology

### Google Chrome

Google Chrome is a web browser designed and developed by Google.

Chrome is a great tool for teachers because it allows users to sync their data on multiple devices, this is one of the reasons I prefer to use Google Chrome over another web browser. I like to have all of my bookmarks in one place and my passwords to be saved on almost any of the devices I use. I have to sign in to each device and then link my data. Using Chrome as my preferred browser is a great way to stay connected and stay organized.

**How to login to Google Chrome?**



**Using Incognito**

There are sometimes you might need to check a link to see if students can see the link or if parents can see a link when they are not logged in. Using an incognito window allows you to remove search or check links without remembering your credentials or passwords.

Incognito windows look just like the Chrome browser except you will notice a new icon when you click on the browser:



To access an incognito window:

- Click the three dots in the top right
- Click on "New incognito window"

*Figure 49. Google Chrome- Google Chrome Overview, Part 1*

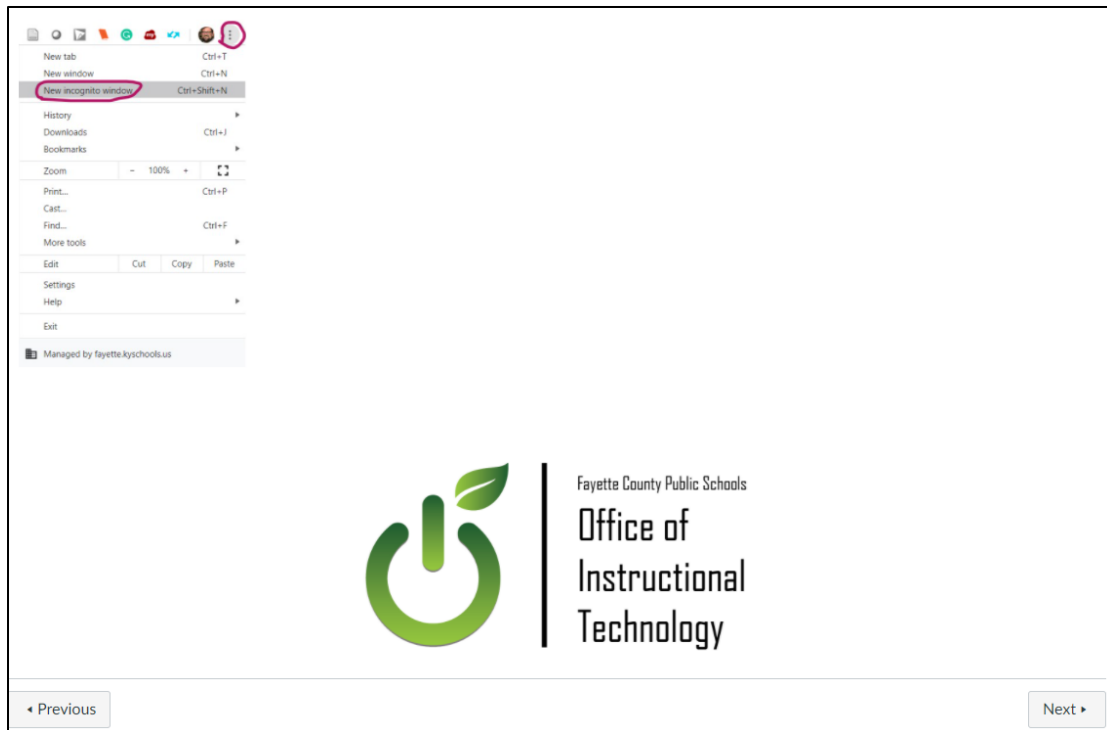


Figure 50. Google Chrome- Google Chrome Overview, Part 2

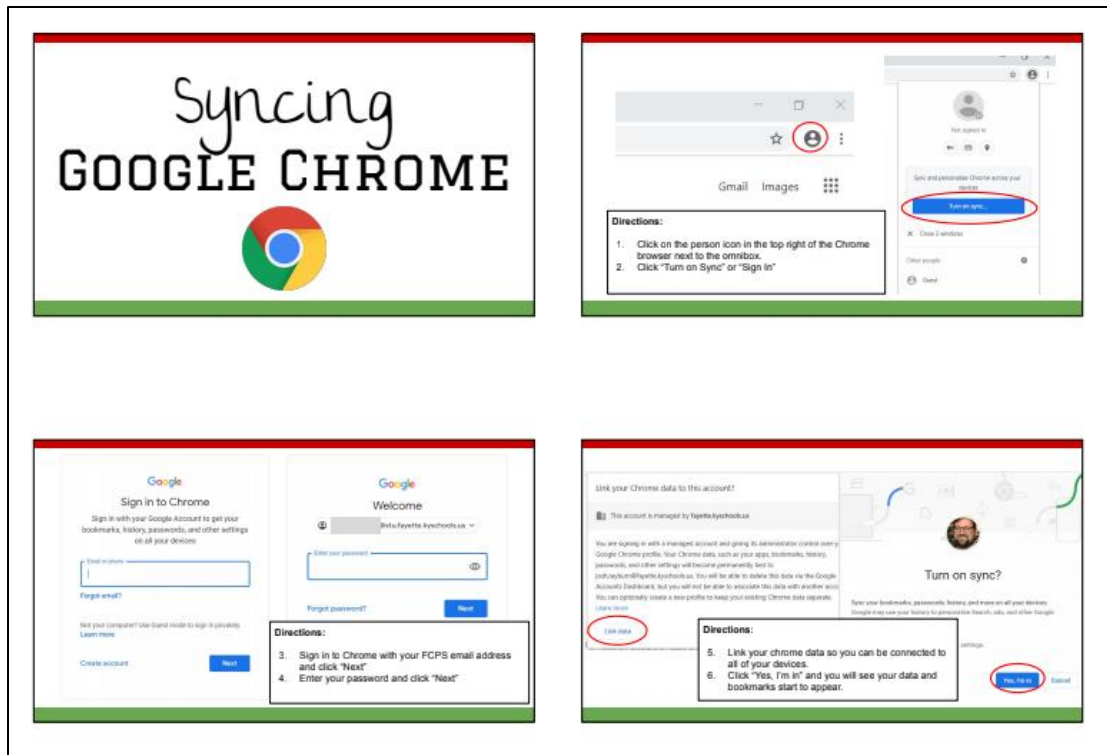


Figure 51. Google Chrome- Syncing Google Chrome Presentation

[Return to Google Chrome Home](#)

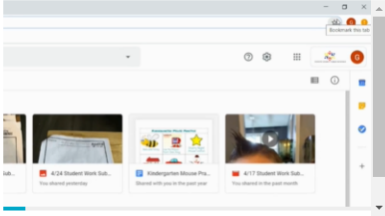
## FCPS Office of Instructional Technology

### Google Chrome- Bookmarks

Part of staying organized is remembering sites that you want to visit again or maybe you need to visit a site on a frequent basis. Bookmarks help you stay organized and give you a one-stop click to the sites that are important to you.

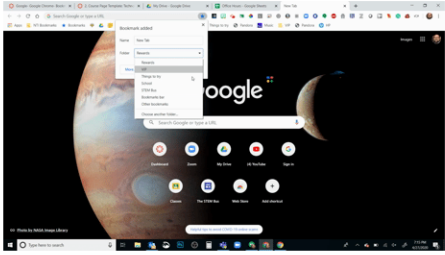
Chrome makes it easy for you to bookmark. It is as simple as clicking a star. When the star turns blue, you have completed your bookmark.

#### Bookmark a Website



#### Bookmark Folders

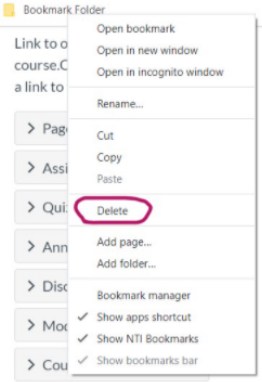
When you click the star it turns blue. You will then have the option to name your bookmark or leave the bookmark as the title of the page. You also get to determine where you want that bookmark to live. It is folder storage for websites.



To remove a bookmark or a bookmark folder, right-click or two-finger tap, and select delete.

*Figure 52.* Google Chrome- Bookmarks, Part 1 (Photos shown are instructional gifs, not videos)





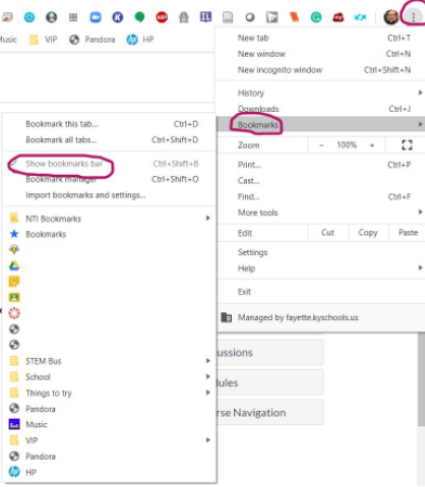
The screenshot shows a right-click context menu for a 'Bookmark Folder'. The 'Delete' option is circled in red. Other options include 'Open bookmark', 'Open in new window', 'Open in incognito window', 'Rename...', 'Cut', 'Copy', 'Paste', 'Add page...', 'Add folder...', 'Bookmark manager', 'Show apps shortcut', 'Show NTI Bookmarks', and 'Show bookmarks bar'.

**Show Bookmark Bar**


This is not standard and until the first bookmark is made it will not be seen.

To access the bookmark bar:

- Click the three dots in the top right
- Click on "Bookmarks"
- Click "Show bookmarks bar"



The screenshot shows the Google Chrome menu with the 'Bookmarks' option circled in red. The 'Show bookmarks bar' option is also circled in red. The menu includes options like 'New tab', 'New window', 'New incognito window', 'History', 'Downloads', 'Zoom', 'Print...', 'Cast...', 'Find...', 'More tools', 'Edit', 'Settings', 'Help', and 'Exit'. The 'Managed by fayette.kyschools.us' bar is visible at the bottom of the menu.



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Figure 53. Google Chrome- Bookmarks, Part 2

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## FCPS Office of Instructional Technology

### Chrome Web Store

The Chrome Web Store is similar to an app store that you would have on an Android or iOS phone. The Chrome Web Store is the place to find all of the extensions and add ons to Chrome. Chrome can be more than a web browser with these extensions.



Web Store

One extension that is used frequently is Screencastify. Screencastify is a screen recorder and webcam recorder for Chrome and Chromebooks. As of April 2020, Screencastify allows users to record up to five minutes of material. This is a great way to reteach and allow students the opportunity to watch the important concepts over and over.

To access the Chrome Web Store, you can Google it, using the direct link, or by using the Apps button on the bookmark bar.



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*Figure 54.* Google Chrome- Chrome Web Store (Some photos shown are instructional gifs, not videos)

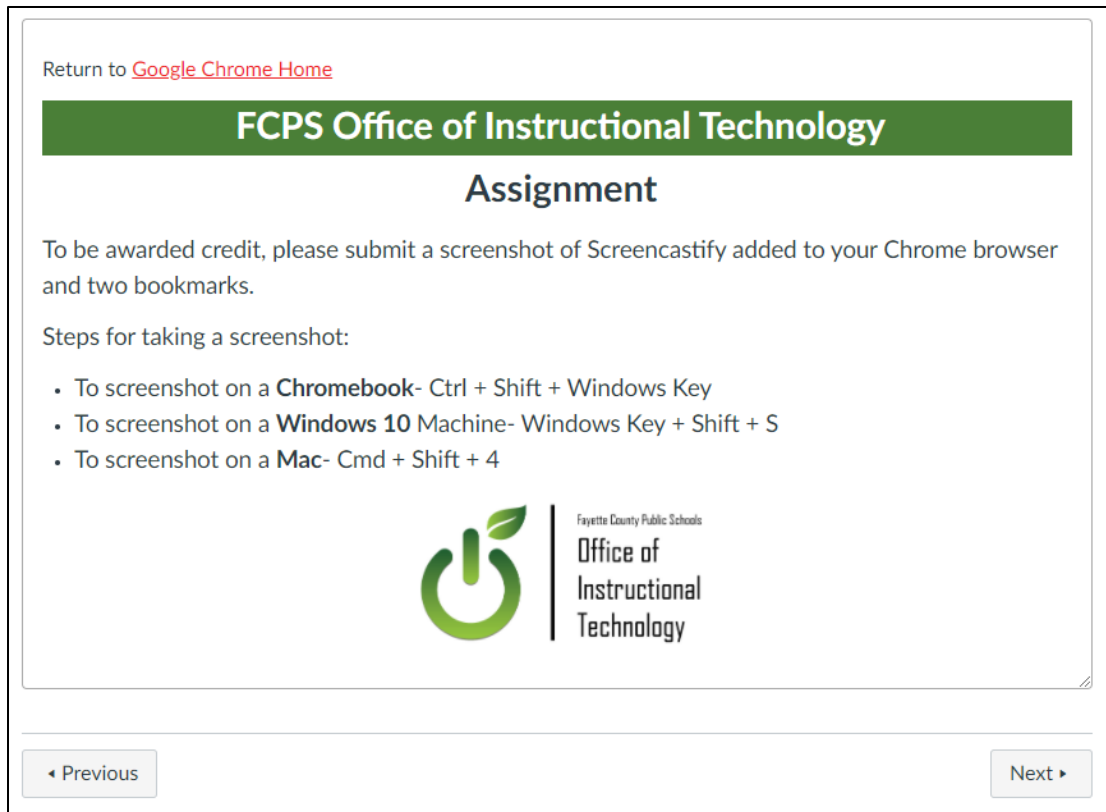


Figure 55. Google Chrome- Assignment

Participants work through the materials presented in this module to help sync data and bookmarks with multiple devices and install an extension (See Figures 48-56). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Google Chrome Landing Page after completion (See Figure 46).

## Google Drive

Background: Teachers need to have access to their working files as they transition to online instruction and blended learning. Teachers will need to keep these files in a cloud service so they have access to them all of the time. This lesson plan (See Table 6) was designed for teachers to create and share different documents for their classes.

Table 6

Google Drive Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course

#### Module/Lesson Planning

<b>Course:</b>	<b>Module Title:</b>
Google for Education	Google Drive

#### Lesson Plan

##### **Gaining attention:**

An overview course on how to use Google Drive and how to use Drive to organize all of your files.

##### **Content covered:**

- Creating files and folders in Drive
- Sharing files and folders
- Finding specific files
- Uploading files and folders into Drive

<b>Inform Students of the Objectives:</b>  Participants will create a folder, create a file inside of the folder, and share the file via a link.	<b>ISTE Standards for Educators:</b>  4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
<b>Recall Previous Learning:</b>  This may be new material, but point the participants to their Google Drive. <ul style="list-style-type: none"> <li>• Waffle icon-&gt; Google Drive</li> <li>• drive.google.com</li> </ul>	
<b>Presenting New Information:</b>  Content and How-to Guides <ul style="list-style-type: none"> <li>• Creating files and folders in Drive</li> <li>• Sharing files and folders</li> <li>• Finding specific files</li> <li>• Uploading files and folders into Drive</li> </ul>	
<b>Provide Learning Guidance:</b>  Instructional Screencast Recording Instructional Gifs to show what to do	
<b>Elicit Performance:</b>  Ask students to recall how to get to their Google Drive and creating a folder	
<b>Provide Feedback:</b>  Feedback will be provided after the participants have created their assessment and the instructor will provide a certificate showing they have accomplished the module.	
<b>Assess Performance:</b>  Participants will: <ul style="list-style-type: none"> <li>• Create a folder</li> <li>• Create a file inside of the new folder</li> </ul>	

- 
- Share the file via a link.

---

**Enhance Retention and Transfer:**

Consider Google Drive like the brain of Google. It is where you will find and store everything.

---

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## FCPS Office of Instructional Technology

### Google Drive



An overview course on how to use Google Drive and how to use Drive to organize all of your files.

Content covered:

- Creating files and folders in Drive
- Sharing files and folders
- Finding specific files
- Uploading files and folders into Drive

To be awarded credit, the participant will create a folder, create a file inside of the new folder, and share the file via a link.

Total Professional Development: 30 minutes

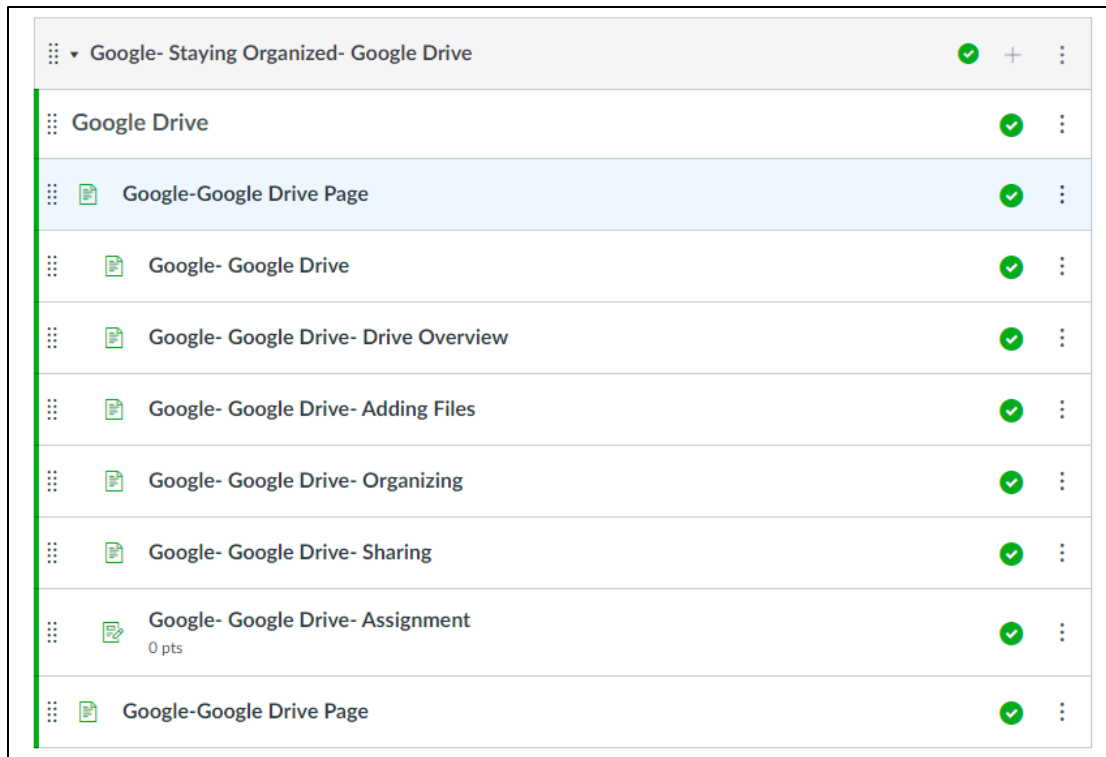


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Figure 56. Google Drive- Landing Page



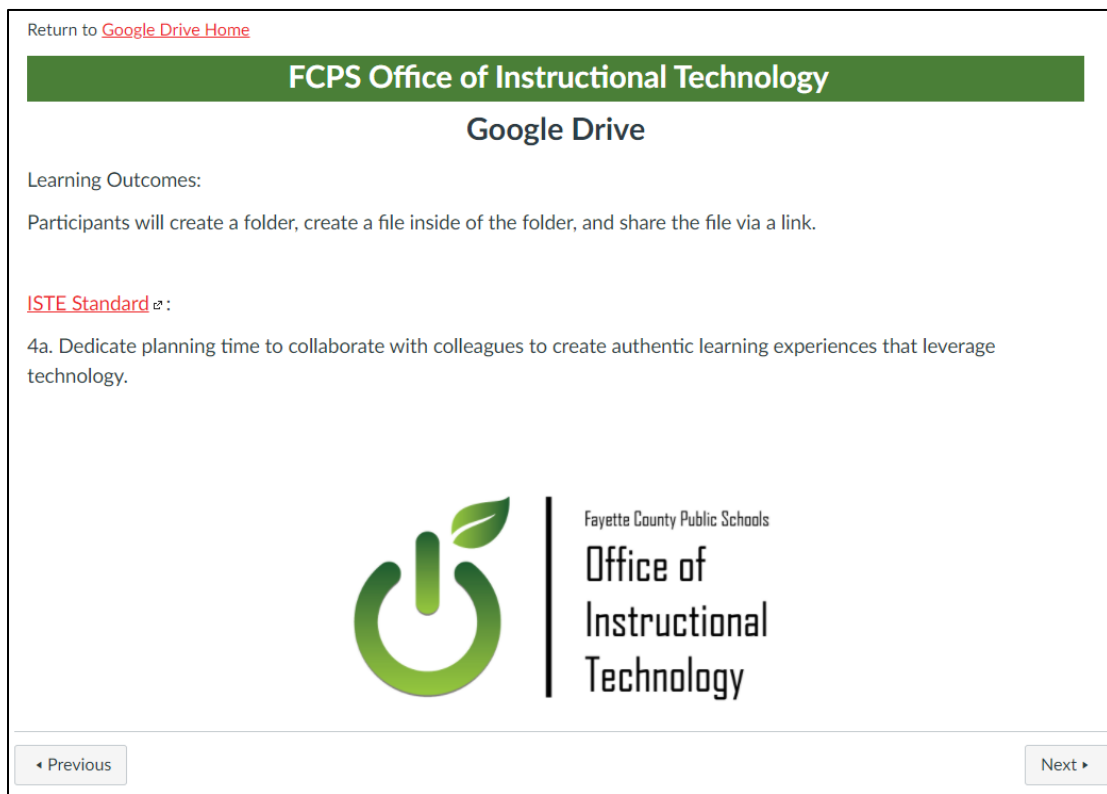
*Figure 57. Google Drive- Module View*

When designing this course, modules help plan out the instruction (See Figure 57). To help start the course, a button was added to the landing page (See Figure 56) so participants could navigate through the course. When they clicked the start button they were taken to the learning outcomes page (See Figure 58). Building in a module also provides participants with a next button at the end of the content or go to something on a previous page (See bottom of Figure 58). When they have completed the activity, read or watched the instruction, or are ready to move on, they can click the next button to move to the next part of the module.

This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Google Drive Landing Page (See Figure 56)



and can decide if they want to move forward to a new course. To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 58). This allows participants to return if they feel like they quickly need information provided in another course.



*Figure 58.* Google Chrome- Learning Outcomes Page (See Appendix C for direct link)

[Return to Google Drive Home](#)

## FCPS Office of Instructional Technology

### Google Drive Overview

Google Drive is like a flash drive that you cannot forget at home. I am not sure about you, but whenever I needed my flash drive it was always in the wrong place or I would leave it in a computer and walk off without it. I also would work on documents at school and save those documents to my computer, thinking I saved it to my flash drive, and then when I got home I would realize the document that was accidentally saved on your computer at school and I could not access it at home. Google Drive takes care of this for me now. I save everything to my Google Drive and it is there for me anywhere I go.

Google Drive is a cloud-based storage system that gives you unlimited storage, through your school email address. Cloud-based means that it is saved on a server (computer) at Google and is available any time and on any device.

#### How to Access Google Drive

- Open a new tab in Chrome
- Click the Waffle icon (Right of the screen, looks like a waffle)
- Click on Drive



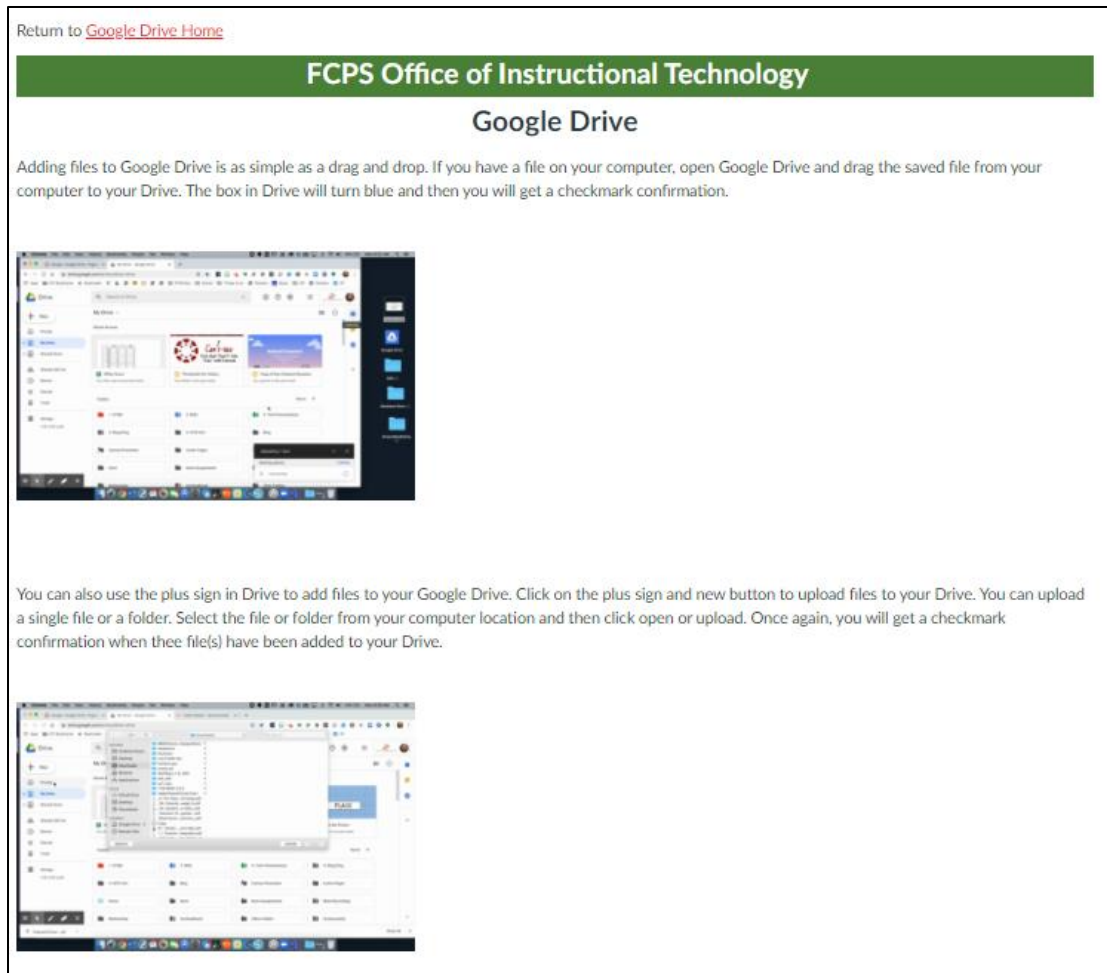
The screenshot shows the Google Drive web interface. At the top, there's a header with a user profile picture and the text 'Accessing Google Drive'. Below this, the main area displays a grid of files and folders. A large play button icon is overlaid on the center of the grid. To the right of the grid, there's a 'Copy link' button. The interface is clean and modern, with a white background and blue accents.



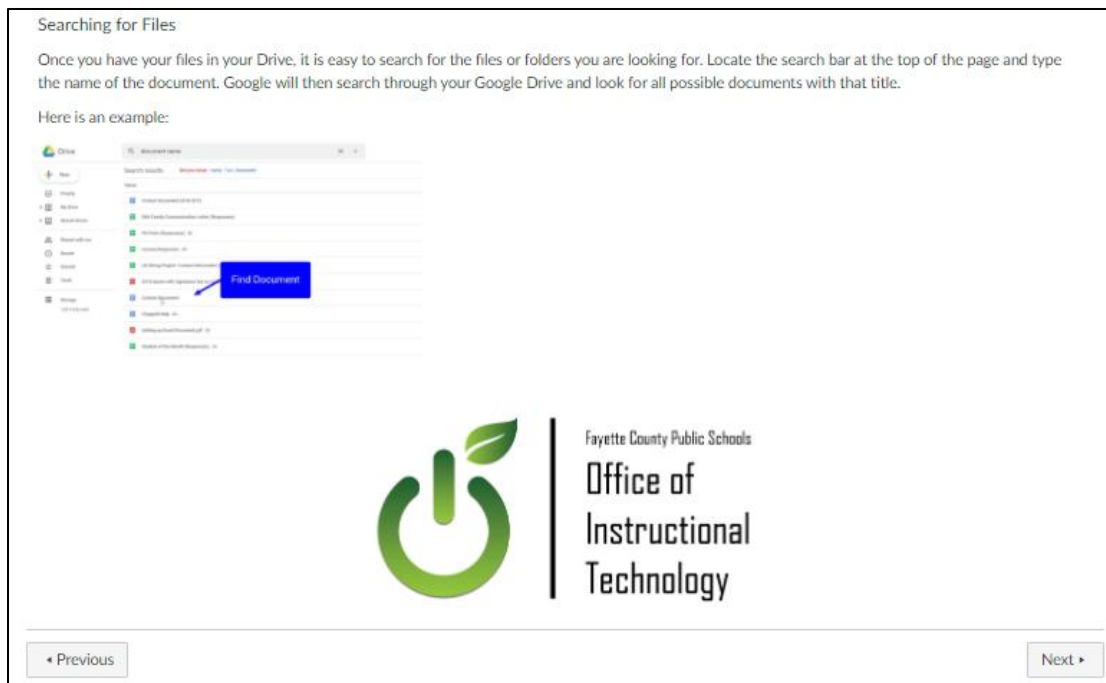
The logo for Fayette County Public Schools Office of Instructional Technology. It features a green stylized leaf icon on the left, followed by a vertical line, and then the text 'Fayette County Public Schools' and 'Office of Instructional Technology' stacked vertically.

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Figure 59. Google Drive- Google Drive Overview (See Appendix C for direct link)



*Figure 60.* Google Drive- Google Drive, Part 1 (Photos shown are instructional gifs, not videos)



*Figure 60.* Google Drive- Google Drive, Part 2 (Photos shown are instructional gifs, not videos)

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## FCPS Office of Instructional Technology

### Google Drive

#### Organizing Your Google Drive

If you are not careful, your Google Drive could be a mess of a bunch of files. Try adding some folders to your drive to help with your organization. I like to add folders based on my current school year and then by units. This will help me as I move to the next school year, I know where the files are from the previous year.

To add a new folder, click the plus sign and new button and then Folder. You will be asked to give the folder a name and then click create.



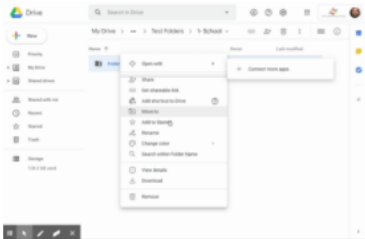
#### Adding Color to Folders


If you are tired of the boring gray-colored folders, try adding some color. Color can also make it easier to keep your drive organized and easier to find folders. To add color to a folder, right-click or two-finger click the folder. Go to change color and select your color. Goodbye gray, hello rainbow!

Example:

- 1- School
- 2- Personal
- Math
- Planning

Demonstration:





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*Figure 61.* Google Drive- Google Drive Organization (Photos shown are instructional gifs, not videos)

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## FCPS Office of Instructional Technology

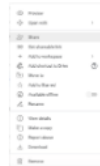
### Google Drive

#### Sharing a File or Folder in Google Drive

There are multiple ways to share a file or a folder from Google Drive. Sharing files and folder allow for easy collaboration and sharing information with others.


**First Option**

- Select the file
- Two-finger or right-click the file
- Select "Share"
- Type the email address with whom you are sharing the file
- Select "Send"



**Second Option**

- Select the file
- Select the share icon
- Type the email address with whom you are sharing the file
- Select "Send"





#### Link Sharing

Another option to share a document or a file is to share a link. The link can be sent to anyone based on the permissions you set for the document or folder. In this section, we will cover how to share using a link.

To access the link sharing option:

- Two-finger click or right-click the file or folder
- Click "Get shareable link"
- Turn link sharing on
  - The default setting is restricted to Fayette County Users
- Change settings as needed





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*Figure 62. Google Drive- Sharing in Google Drive (Photos shown are instructional gifs, not videos)*

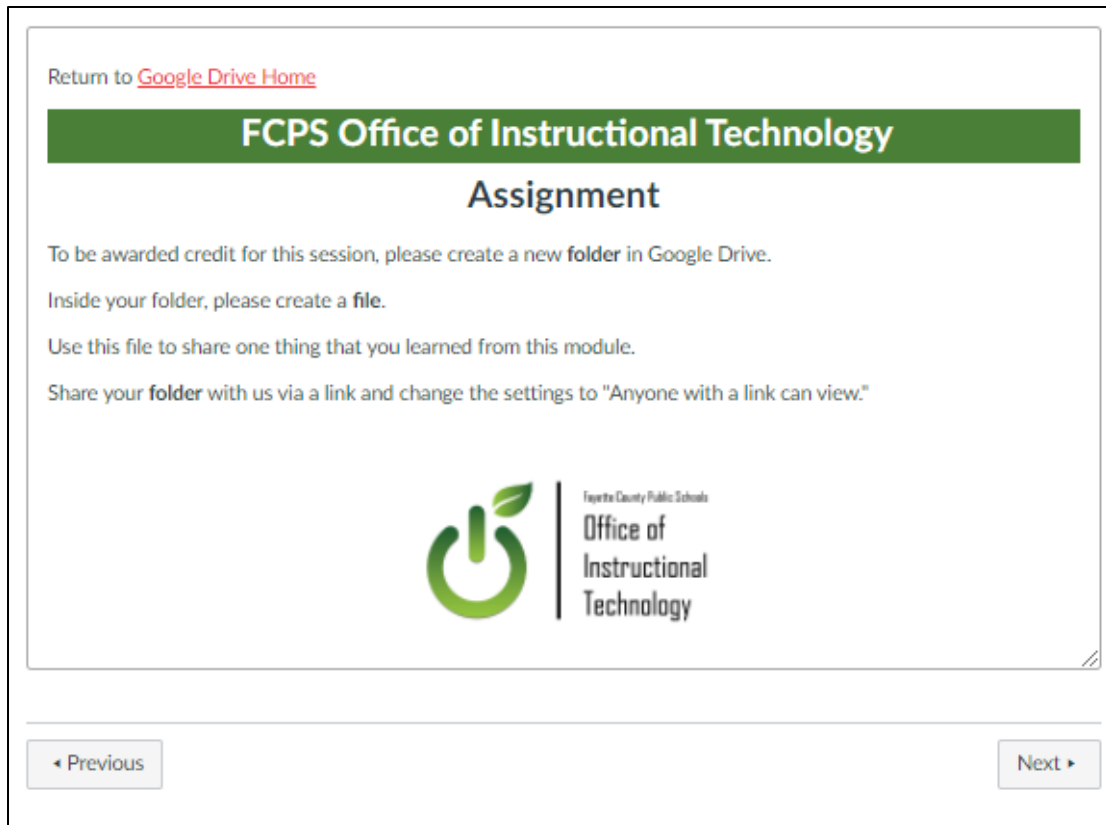


Figure 63. Google Drive- Assignment

Participants work through the materials presented in this module to use Google Drive as cloud storage and organize their Drive (See Figures 58-63). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Google Drive Landing Page after completion (See Figure 56).

### **Zoom**

Background: Fayette County Public Schools purchased Zoom to use during the COVID-19 pandemic as one of the ways to meet with students virtually. This

lesson plan (See Table 7) helped participants navigate, schedule, and use Zoom to hold virtual classes. A lot of the teachers have used Zoom, so for some, the material, in the beginning, might be a review.

Table 7

Zoom Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course

#### Module/Lesson Planning

<b>Course:</b> Online Meetings	<b>Module Title:</b> Zoom
<b>Lesson Plan</b>	
<b>Gaining attention:</b> Zoom is an online meeting space where teachers can host class sessions. In this course, participants will learn: <ul style="list-style-type: none"> <li>• How to login</li> <li>• Scheduling a Zoom Session</li> <li>• Starting a Zoom Session</li> <li>• Features and Recording</li> <li>• Breakout Rooms</li> </ul>	
<b>Inform Students of the Objectives:</b>  The participant will be able to schedule, host, and record a Zoom session.	<b>ISTE Standards for Educators:</b>  1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.



---

**Recall Previous Learning:**

Remind participants to use their FCPS account, not a Zoom account as before.

---

**Presenting New Information:**

- How to login to paid accounts
- Scheduling a Zoom Session
  - Recurring Meetings
- Starting and Ending a Zoom Session
- Features and Recording
  - Sharing Screens
  - Recording to Computer
  - Recording to Cloud
  - Polling
- Breakout Rooms

---

**Provide Learning Guidance:**

Instructional Videos  
Instructional Gifs  
Slides Presentations

---

**Elicit Performance:**

Invite students to practice with a colleague to try different features.

---

**Provide Feedback:**

Feedback will be provided following the assessment. Students will receive the correct answer with feedback as to why that answer was correct.

---

**Assess Performance:**

Participants will take a short quiz over Zoom and the material covered in the Zoom module. To receive credit, participants need to score at least 80%.

Quiz:

1. I should always save my recordings to the Zoom cloud
    - a. True
    - b. False
  2. How do I sign in to Zoom?
    - a. Sign in with Google
-

- 
- b. Sign in with SSO, fcps-net.zoom.us, or Google Waffle
  - c. Zoom created account
3. Can I remove a participant as the host?
    - a. Yes
    - b. No
  4. Should I mute all participants upon entry?
    - a. Yes
    - b. No
  5. What is the recommended way to schedule a Zoom session?
    - a. Web portal
    - b. Zoom app on computer
  6. Do I have to schedule every class session?
    - a. Yes
    - b. No
  7. If a recurring meeting is schedule, will the link change?
    - a. Yes
    - b. No
  8. You can pre-assign FCPS students to a breakout room when setting up the Zoom session.
    - a. True
    - b. False
  9. My participants automatically go to the room when the click an FCPS link.
    - a. True
    - b. False
  10. I should post my Zoom links on my school website and social media pages.
    - a. True
    - b. False
- 

**Enhance Retention and Transfer:**

Students can use the material learned in this course to enable breakout rooms and polls during their classes.

---

[Return to Course Menu](#)

## FCPS Office of Instructional Technology

### Hosting a Successful Zoom Session

**Course Description:**

Zoom is an online meeting space where teachers can host class sessions. In this course, participants will learn:

- How to login
- Scheduling a Zoom Session
- Starting a Zoom Session
- Features and Recording
- Breakout Rooms

To be awarded professional development credit, the participant will complete a ten question quiz over the information shared in this course.

Total Professional Development: 1 Hour



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Office of  
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Figure 64. Zoom- Landing Page

☰ ▼ Zoom	✓ + ⋮
☰ Zoom	✓ ⋮
☰ 📄 Zoom Page	✓ ⋮
☰ 📄 Zoom- Outcome Page	✓ ⋮
☰ 📄 Zoom- Logging in	✓ ⋮
☰ 📄 Zoom- Scheduling	✓ ⋮
☰ 📄 Zoom- Starting a Zoom	✓ ⋮
☰ 📄 Zoom- Meeting Features	✓ ⋮
☰ 📄 Zoom- Security	✓ ⋮
☰ 📄 Zoom- Polls	✓ ⋮
☰ 📄 Zoom- Recording and Saving	✓ ⋮
☰ 📄 Zoom- Breakout Rooms	✓ ⋮
☰ 🗣️ Zoom- Quiz for PD 10 pts	✓ ⋮
☰ 📄 Zoom Page	✓ ⋮


*Figure 65. Zoom- Module View*

As in previous courses, to help start the course, a button was added to the landing page (See Figure 64) so participants knew where to begin. This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Zoom Landing Page (See Figure 64). To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 65).

[Return to Zoom Home](#)

**FCPS Office of Instructional Technology**

**Hosting a Successful Zoom Session**




Learning Outcomes:

The participant will be able to schedule, host, and record a Zoom session.

**ISTE Standard:**

1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

*Canvas Tip: Click Next below to advance to the next page in this course.*



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Figure 66. Zoom- Learning Outcomes Page (See Appendix C for direct link)

[Return to Zoom Home](#)

## FCPS Office of Instructional Technology

### Signing in to Zoom


Zoom is a web conferencing tool that allows you to meet virtually with your students. You can have whole-group lessons, one-on-one sessions, or group sessions all within Zoom. Let's take a look at how to log into Zoom.

#### Accessing District Zoom Accounts

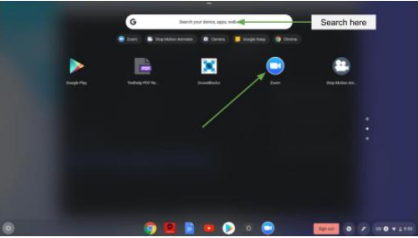
All staff will have a paid Zoom subscription from the district. To access your subscription, follow these [instructions](#).

#### Chromebooks

- Open Zoom using the Launcher in the bottom left  
(If Zoom is not installed, please visit "How to Install the Zoom Extension")






- Find Zoom, you might have to scroll down. You can also search for Zoom.





- Follow the [SSO Instructions](#) here
- Sign in with your school email address and password

The screencast video below shows the steps explained above for a Chromebook.

 **Signing in to Zoom on a Chromebook pt 2**  [Copy link](#)

 OIT Shorts: On-Demand Videos

## Signing in to Zoom on a Chromebook

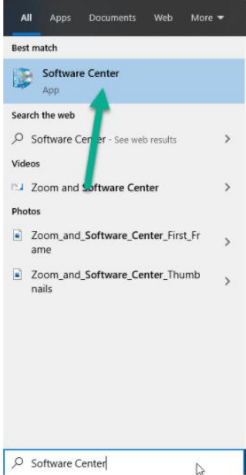
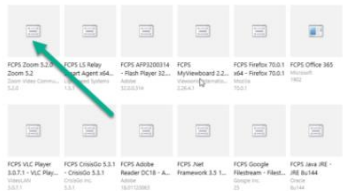

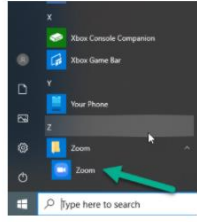


Watch More of Our FCPS Videos at [bit.ly/OIT-VIDEOS](http://bit.ly/OIT-VIDEOS)

Figure 67. Zoom- Sign in to Zoom and Installing, Part 1 (See Appendix C for direct links)

### Windows Machines

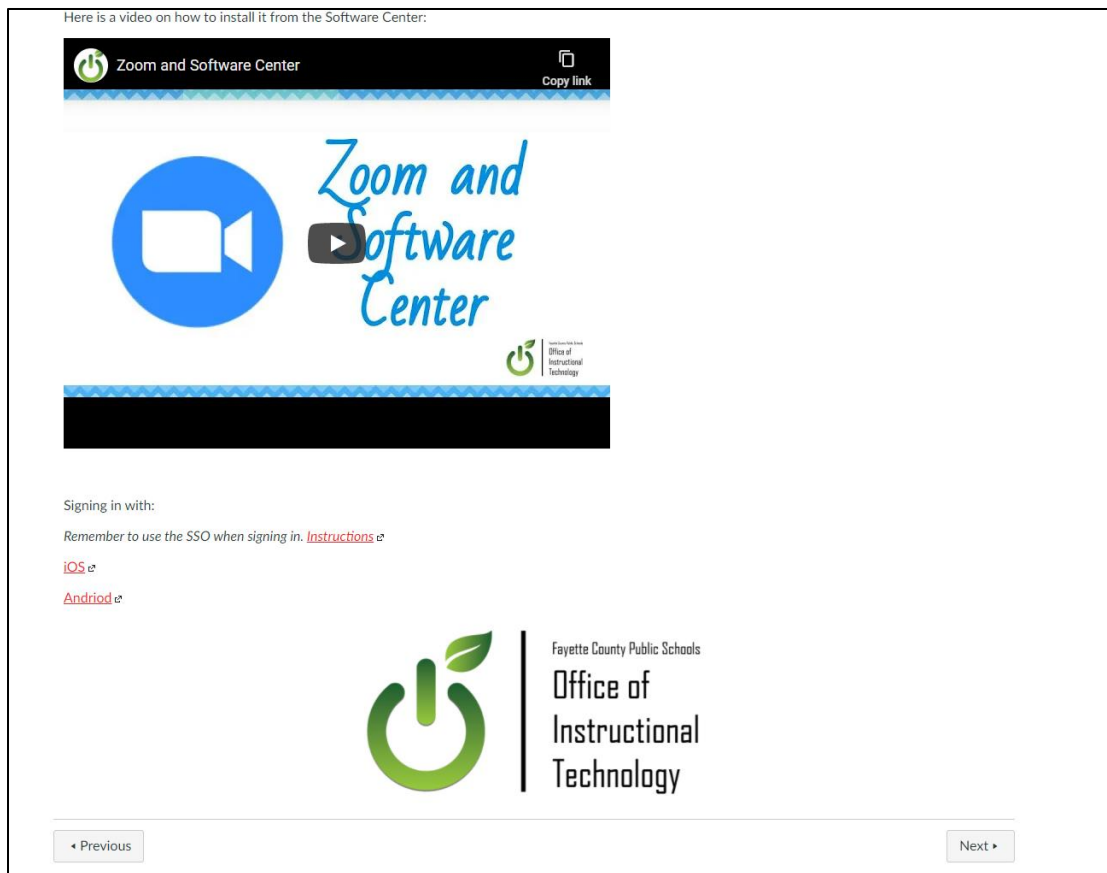
First-time users or Users needing updates:

- Download FCPS Zoom from Software Center (On school-owned devices)
  - On the bottom search bar, search for software center
    - Type here to search
  - Open Software Center
 
  - Click on FCPS Zoom
 
  - Click Install
 
  - Zoom will install in the background
  - After the install, access Zoom under your program view
 

If Software Center does not show up with FCPS Zoom, you might need to take your computer to school and connect it to the school network to get this to appear. If you cannot enter the building, you should be able to access the school wifi from the parking lot of most FCPS buildings in the district. It could take a few minutes after connecting to appear in Software Center. Install FCPS Zoom while you are connected to the school wifi.

- If there is an issue, please call (859) 381-HELP (4357)

Figure 68. Zoom- Sign in to Zoom and Installing, Part 2



*Figure 69.* Zoom- Sign in to Zoom and Installing, Part 3 (See Appendix C for direct link)



Return to [Zoom Home](#)

## FCPS Office of Instructional Technology

### Scheduling a Zoom Session

When it comes to scheduling, regardless of your device platform, it is recommended to use the Web Portal to schedule. If you want, you can schedule individual sessions for each class every day. That will be a lot to remember. Let's make life simple. Schedule your meetings as **recurring**. The link will not change but can be started by you at any time. Students cannot enter the Zoom session without you starting the meeting.

*If you want to set up individual sessions, you will follow recurring setup except adding when, duration, and time zone. You will not check the recurring meeting.*

Follow these steps for each class. It is recommended not to use the same link for different classes. **Keep them separate.**

#### Scheduling a Recurring Session:

- Visit [fcps-net.zoom.us](https://fcps-net.zoom.us) or access Zoom through your Google Waffle
- Click Sign in and then Sign in with Google
  - If you are already signed in, you might have to click My Account and click Meetings
- Click Schedule a Meeting

Schedule a New Meeting

- Topic- Your Name and Class Period, ex. Mr. Rayburn's A4 Class
- Description- Optional, you can leave this blank
- Skip When, Duration, and time zone
- Click Recurring Meeting

When 08/03/2020 🇺🇸

Duration 1 hr 0

Time Zone (GMT-4:00) Eastern Tim

☒ Recurring meeting

- Change Recurrence to No Fixed Time

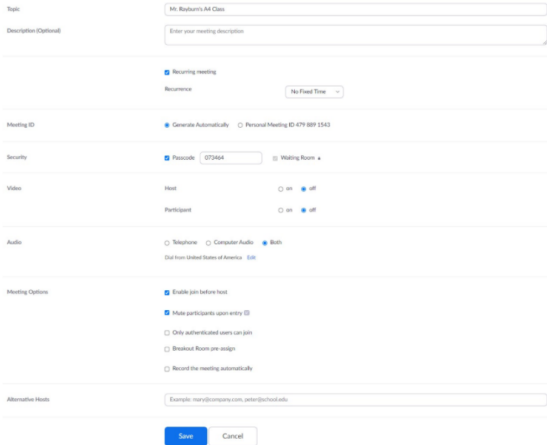
☒ Recurring meeting

Recurrence No Fixed Time

- Meeting ID- Generate Automatically
- Check Passcode, leave numeric
- Waiting Room is enabled by district, this cannot be changed
- Video- Leave off for Host and Participants
  - This will allow you to control when you turn your video on and your students
  - If you select on, it will force the video on at the beginning
  - Trust us, leave it off
- Audio- Both
- Meeting Options
  - Enable join before host
    - They will be able to enter the waiting room before you get there but not the session and cannot communicate with anyone until you allow them into the session
  - Check Mute participants upon entry
    - This will prevent them from coming in late and interrupting your session with their microphone and background noise
  - Leave the rest unchecked
- Alternate Host
  - You can add an email address to another FCPS teacher if they are helping you. This will allow them to start the meeting and claim host before you get there. This is great for co-teaching situations.
- Click Save

Figure 70. Zoom- Scheduling a Zoom Session, Part 1

Example of setup:

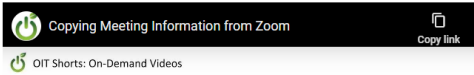


Getting the link


Once you have scheduled a meeting and clicked save you will be taken to a new screen. This new screen will have all of the information for you to share for your students.

Provide students with the link, meeting id, and passcode. You might also include the first phone number for any student needing to call in with a phone. You can find this with the Copy Invitation on the right side.

See screencast below for a video example:




## Starting and Ending a Zoom Session



Watch More of Our FCPS Videos at [bit.ly/FCPS-VIDEOS](http://bit.ly/FCPS-VIDEOS)

Posting the Link

Post this link in your Online Classroom for your students. Do not share this link on social media or any forward-facing public website, like the school website. This will help keep your classroom secure online.



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Figure 71. Zoom- Scheduling a Zoom Session, Part 2 (See Appendix C for direct link)

Return to [Zoom Home](#)

## FCPS Office of Instructional Technology

### Starting and Ending a Zoom Meeting

Starting and Ending a Zoom Session

On-Demand Videos

Copy link

# Starting and Ending a Zoom Session

of Our FCPS Videos at [bit.ly/OIT-VIDEOS](http://bit.ly/OIT-VIDEOS)

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*Figure 72.* Zoom- Starting and Ending a Zoom Meeting (See Appendix C for direct link)

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## FCPS Office of Instructional Technology

### Zoom Meeting Features

The diagram shows the Zoom meeting toolbar with the following callouts:

- Start your webcam. *Red slash means you are not sharing your video.*** (Points to the Start Video button)
- Start your mic audio. *Red slash means you are not sharing your audio.*** (Points to the Start Audio button)
- See who is in the meeting and mute participants.** (Points to the Participants button)
- Chat box for people to ask questions. For larger meeting, have a chat moderator to answer questions.** (Points to the Chat button)
- Share your computer and computer audio. If you have multiple screens, make sure to share the screen with your presentation.** (Points to the Share Screen button)
- Record your meeting. Make sure to save to local computer. If you are on a Chromebook, please see recording section.** (Points to the Record button)
- When you end the meeting, click here** (Points to the End button, which is circled in red)

**How to Share your Screen**

- Click the green Share Screen button
- Select your screen
  - On a Chromebook, you will select desktop
- If you have audio, check the audio box
  - Chromebooks cannot share audio
- Select the blue Share button
- Red Stop Share button will stop sharing your screen

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Figure 73. Zoom- Zoom Meeting Features

[Return to Zoom Home](#)

## FCPS Office of Instructional Technology

### Security

Just like when you are in control of your classroom in the school building, you have to be in control of your online Zoom classroom too. These tips have been provided by our department to help you be successful. Remember: **If you do not recognize a name, do not let them in your classroom.**

#### Documents

Please review these documents for keeping your Zoom session secure.

[Tips for Teachers - Keep Zoom Secure](#)

[In Meeting Zoom Controls for Security.pdf](#)

#### Student Expectations

The Office of Instructional Technology created some easy to read and easy to use Online Meeting Expectations for teachers to use at the beginning of any online meeting with students. If you would like a copy of these slides, please use this [link](#) to make a copy. You only need to use one.

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**Office of Instructional Technology**

### FCPS Online Meeting Expectations

 <p><b>Keep your microphone off.</b> Unmute only to speak. The class can hear what happens in your house.</p>	 <p><b>Turn off your webcam.</b> Turn it on only if the teacher asks. The camera can see what is behind you -- your family, objects, and other things.</p>	 <p>Use good <b>manners</b>. Be polite, respectful, and wear clothing. Pay attention. Your teacher can see what you write in the chat window.</p>
 <p>Be aware of your <b>room</b>. Turn on lights to be seen. Wear headphones if you can. If you can't hear well, tell your teacher.</p>	 <p>To ask a <b>question or talk</b>, use the Chat box to type. You may also use the "raise hand" button. Ask your teacher for permission to unmute.</p>	 <p>Protect your classmates' <b>privacy</b>. Do not take pictures of the screen or record it. Leave the meeting when finished.</p>

Fayette County Public Schools  
**Office of Instructional Technology**

### FCPS Online Meeting Expectations

 <p><b>Mute your microphone</b> when entering a meeting. Unmute to speak. Keep mic muted while others are speaking so no one hears your household noises.</p>	 <p><b>Turn off your webcam</b> to save bandwidth unless directed otherwise. Be aware of what appears <b>behind</b> you when the camera is on -- family activities, distracting materials, etc.</p>	 <p>Use good <b>etiquette</b>. Be polite, respectful, &amp; wear suitable clothing. Pay attention and use platform features appropriately. <u>All</u> chats can be saved by the host. The session may also be recorded.</p>
 <p>Be aware of your <b>environment</b>. Turn on lights to be seen. Wear headphones if possible. Turn on Closed-captioning (CC) in Meet if you can't hear well.</p>	 <p>To ask a <b>question or contribute to the conversation</b>, use the Chat box to type or use the "raise hand" button. Follow teacher instructions as related to unmuting yourself.</p>	 <p>Protect others' <b>privacy</b>. Do not take pictures of the screen or record it. Leave the meeting when finished.</p>

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Figure 74. Zoom- Security (See Appendix C for direct links)

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## FCPS Office of Instructional Technology


### Creating a Zoom Poll

 How To Use (In Meeting) Polling in Zoom  



Zoom 101 : Polling (in Meeting)

[Polling How-to Guide from Zoom](#)<sup>es</sup>



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*Figure 75. Creating a Zoom Poll (See Appendix C for direct link)*

[Return to Zoom Home](#)

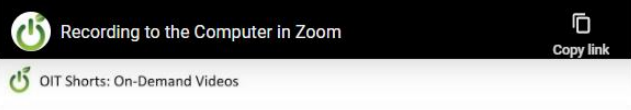
## FCPS Office of Instructional Technology

### Recording and Saving

*Please reserve recording to the Cloud for teachers who must use a Chromebook for live sessions.*

#### Windows


Please do not save to the cloud, select Record on this Computer.



Recording to the Computer in Zoom

OIT Shorts: On-Demand Videos


### Recording to the Computer in Zoom



Watch More of Our FCPS Videos at [bit.ly/OIT-VIDEOS](http://bit.ly/OIT-VIDEOS)

#### Mac

Please do not save to the cloud, select Record on this Computer.



How To Record a Zoom Meeting

Watch later Share

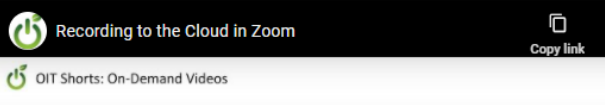
### zoom

Recording a Zoom Meeting

Figure 76. Zoom- Recording and Saving, Part 1 (See Appendix C for direct links)

### Chromebooks

Chromebooks only have the option to save to the cloud. Please watch this video for instructions on how to record and retrieve it from the cloud in Zoom.




Recording to the Cloud in Zoom

OIT Shorts: On-Demand Videos

Copy link

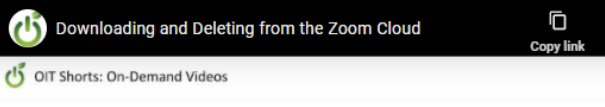
## Recording to the Cloud in Zoom



Watch More of Our FCPS Videos at [bit.ly/OIT-VIDEOS](https://bit.ly/OIT-VIDEOS)

### Downloading and Deleting from the Zoom Cloud

All cloud users must download their sessions from the cloud or could run the risk of having them deleted.




Downloading and Deleting from the Zoom Cloud


OIT Shorts: On-Demand Videos

Copy link

## Downloading and Deleting from the Zoom Cloud



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Figure 77. Zoom- Recording and Saving, Part 2 (See Appendix C for direct links)




[Return to Zoom Home](#)

## FCPS Office of Instructional Technology

### Breakout Rooms


Recorded Session on Breakout Rooms

Originally recorded in April 2020. Some features and links might be slightly different.



[Slides Presentation](#) <sup>en</sup>

Disclaimer: You cannot pre-assign students to breakout rooms. They do not have Zoom accounts. You will have to assign them during the session.



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Figure 78. Zoom- Breakout Rooms (See Appendix C for direct links)


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## FCPS Office of Instructional Technology

### Zoom Quiz

The quiz will show a basic understanding of Zoom learned in the modules presented. To be awarded credit, you must score at least 80% on the quiz.

*Disclaimer: This quiz is optional. In order for you to receive PD credit, you must complete this training outside of your contracted day. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 79. Zoom- Quiz

Participants work through the materials presented in this module to use Zoom and learn all of its features available to our teachers (See Figures 66-79). Quiz questions can be found on the lesson page for this lesson under “Assess Performance”. After the participant has finished this course and taken the quiz, they will see the results of their quiz. Once they have completed the material, a Certificate of Attendance (See Figure 11) is emailed to the participants filled out with the

participant's name and the title of the course. They can return to the Zoom Landing Page after completion (See Figure 64).

### **Pear Deck**

Background: Pear Deck was purchased for the 2020-2021 school year for all teachers in the district. This lesson plan (See Table 8) was developed to help teachers use Pear Deck to help increase student engagement. With this course, I used more video-based instruction and slides presentations. I wanted to give the participants a connection to me through video and let them see me more as the instructor.

Table 8

Pear Deck Lesson Plan

## **FCPS Office of Instructional Technology**

### **Professional Development Course**

#### **Module/Lesson Planning**

<b>Course:</b> Online Tools	<b>Module Title:</b> Pear Deck
--------------------------------	-----------------------------------

#### **Lesson Plan**

##### **Gaining attention:**

Pear Deck is an Add-on for Google Slides and PowerPoint Online. This is a paid subscription for the 20/21 school year by the district. Pear Deck will take your sit-and-get lesson to a more engaging lesson with a few extra clicks. Students can work on a Pear Deck synchronously or asynchronously.

Topics covered in this course:

- What is Pear Deck?
- How to create a Pear Deck

- 
- How to Present using Pear Deck
  - Synchronous and Asynchronous Learning
  - Student Engagement Ideas
- 

**Inform Students of the Objectives:**

The participant will be able to create a Pear Deck presentation.

**ISTE Standards for Educators:**

5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

---

**Recall Previous Learning:**

What is a Google Slide Deck?

---

**Presenting New Information:**

- What is Pear Deck?
  - How to Install Pear Deck
  - How to create a Pear Deck
  - How to Present using Pear Deck
  - Synchronous and Asynchronous Learning
  - Student Engagement Ideas
- 

**Provide Learning Guidance:**

Instructional Videos  
 Slides Presentations  
 Demo Practice Slides

---

**Elicit Performance:**

Provide an opportunity to share student engagement ideas with other educators

---

**Provide Feedback:**

Feedback will be provided after the participants have created their assessment and the instructor will provide a certificate showing they have accomplished the module.

---

---

**Assess Performance:**

Participants will create a Pear Deck Slides Presentation and submit the presentation for credit.

---

**Enhance Retention and Transfer:**

Participants are encouraged to use a slides presentation they have used or will use in an upcoming class so these skills will transfer to their lessons.

---

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## FCPS Office of Instructional Technology

### Pear Deck

Pear Deck is an Add-on for Google Slides and PowerPoint Online. This is a paid subscription for the 20/21 school year by the district. Pear Deck will take your sit-and-get lesson to a more engaging lesson with a few extra clicks. Students can work on a Pear Deck synchronously or asynchronously.

Topics covered in this course:

- What is Pear Deck?
- How to create a Pear Deck
- How to Present using Pear Deck
- Synchronous and Asynchronous Learning
- Student Engagement Ideas

To be awarded professional development credit, the participant will create a Pear Deck presentation and share the presentation as your submission.

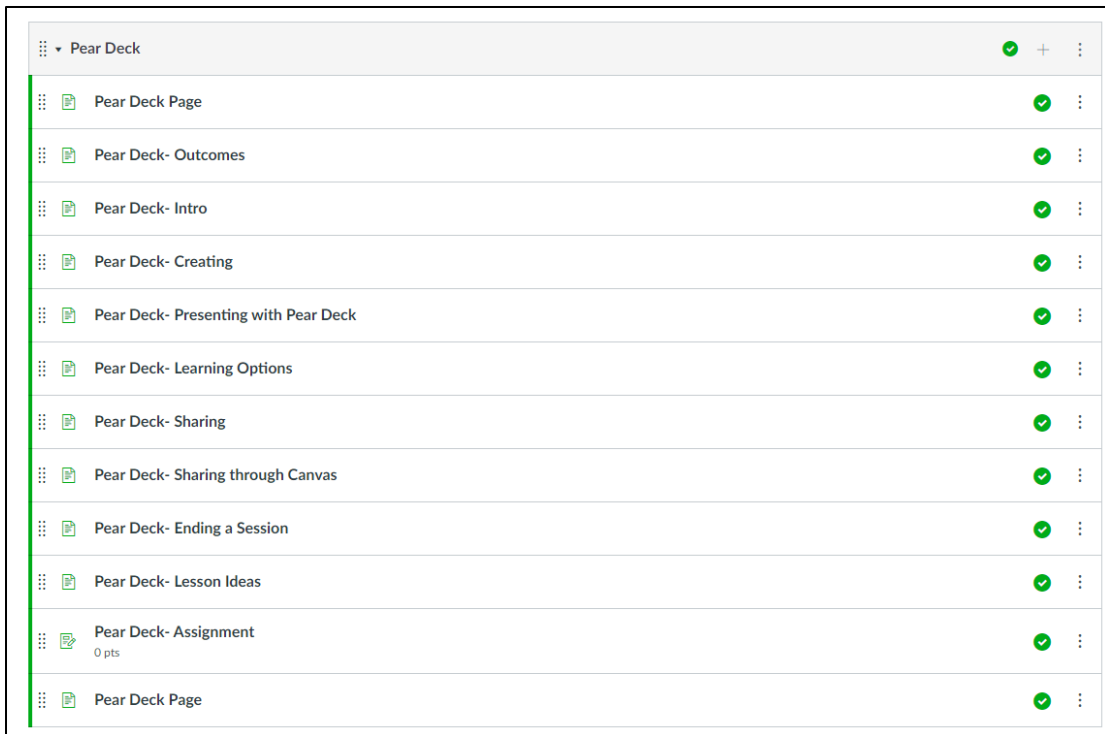
Total Professional Development: 1 Hour



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Figure 80. Pear Deck- Landing Page



▼ Pear Deck	✓	+	⋮
⋮ Pear Deck Page	✓		⋮
⋮ Pear Deck- Outcomes	✓		⋮
⋮ Pear Deck- Intro	✓		⋮
⋮ Pear Deck- Creating	✓		⋮
⋮ Pear Deck- Presenting with Pear Deck	✓		⋮
⋮ Pear Deck- Learning Options	✓		⋮
⋮ Pear Deck- Sharing	✓		⋮
⋮ Pear Deck- Sharing through Canvas	✓		⋮
⋮ Pear Deck- Ending a Session	✓		⋮
⋮ Pear Deck- Lesson Ideas	✓		⋮
⋮ Pear Deck- Assignment 0 pts	✓		⋮
⋮ Pear Deck Page	✓		⋮

*Figure 81.* Pear Deck- Module View

As in previous courses, to help start the course, a button was added to the landing page (See Figure 80) so participants knew where to start. This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Pear Deck Landing Page (See Figure 80). To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 80).

Return to [Pear Deck Home](#)

## FCPS Office of Instructional Technology

### Pear Deck Overview


Learning Outcomes:

The participant will be able to create a Pear Deck presentation.

**ISTE Standard:**

5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

*Canvas Tip: Click Next below to advance to the next page in this course.*



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Figure 82. Pear Deck- Learning Outcomes Page (See Appendix C for direct link)

[Return to Pear Deck Home](#)


## FCPS Office of Instructional Technology

### What is Pear Deck?

A screenshot of a Pear Deck presentation slide. The slide is titled 'What is Pear Deck?' and features a laptop with a pear character on the screen. The pear character is green with a smiling face and a single leaf. The text 'What is Pear Deck?' is displayed on the laptop screen. A play button icon is visible on the screen. The slide is part of a presentation titled 'Pear Deck- What is Pear Deck?' by a user with a profile picture of a man with a beard and glasses. A 'Copy link' button is in the top right corner.

[The Learning Science Behind Pear Deck](#)

### Installing Pear Deck

A screenshot of a Pear Deck presentation slide. The slide is titled 'Pear Deck: Adding on Pear Deck' and features a cartoon character next to a pear character. The cartoon character is a man with a beard and glasses, wearing a blue jacket and grey pants. The pear character is green with a smiling face and a single leaf. The text 'Pear Deck: Adding on Pear Deck' is displayed in a large, stylized font. The slide is part of a presentation titled 'Pear Deck: Adding on Pear Deck' by a user with a profile picture of a man with a beard and glasses. A 'Advance Slides Below' button is in the bottom left corner. The slide is part of a presentation titled 'Pear Deck: Adding on Pear Deck' by a user with a profile picture of a man with a beard and glasses. A 'Google Slides' logo is in the bottom right corner.

[Additional Resources](#)

[Pear Deck for Microsoft](#)


The logo for Fayette County Public Schools Office of Instructional Technology. It features a green stylized power button icon with a leaf on top. To the right of the icon, the text 'Fayette County Public Schools' is written in a small font, and 'Office of Instructional Technology' is written in a larger font.

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Figure 83. Pear Deck- What is Pear Deck and How to Install (See Appendix C for direct links)



## Pear Deck: Adding on Pear Deck



Advance Slides Below



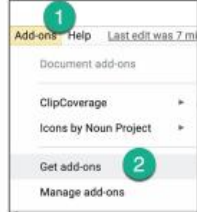
Office of Instructional Technology

### Finding the Google Add-On

Pear Deck is a Google Add-on for Google Slides. You can add this add-on in the add-ons menu.

To find the menu, OPEN a Google Slides presentation. The same row as file, you will see Add-ons.


Click Add-ons and then click Get add-ons.



### Installing Pear Deck

In the list of possible add-ons for Google Slides, find Pear Deck. Once you click on Pear Deck, you will have the ability to install.

Click Install



### Installing Pear Deck

After you have clicked the install from the Marketplace, you will need to sign in and allow Pear Deck to communicate and have access to Google.

Click Continue and sign in. Allow Pear Deck and then let Pear Deck do what it needs to do.

When the installation is successful, you will get a message that Pear Deck has been installed.

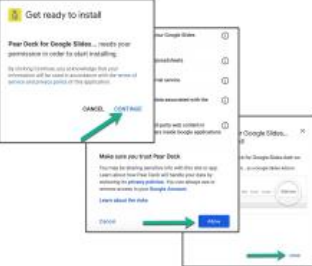



Figure 84. Pear Deck- Adding on Pear Deck Presentation

[Return to Pear Deck Home](#)

## FCPS Office of Instructional Technology

### Creating a Pear Deck Presentation

The time has come to create a Pear Deck. Watch this video to see how to add Pear Deck to any Google Slides presentation. If you have your own Google Slides ready to go, please use it. If you need an example or want to follow along in the video, you can make a copy of [this slides](#) presentation.




**Additional Resources**

[Adding Audio to Slides](#)

[Pear Deck Demo from Video](#) - Mentioned in the video


### Pear Deck Templates



### Pear Deck Orchard

Home to a ton of already made templates, blog posts, and more, Pear Deck's Orchard offers teachers a ton of information. Visit The Orchard to see if there is something for you.

[Pear Deck Orchard](#)



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Figure 85. Pear Deck- Creating a Pear Deck Presentation (See Appendix C for direct links)

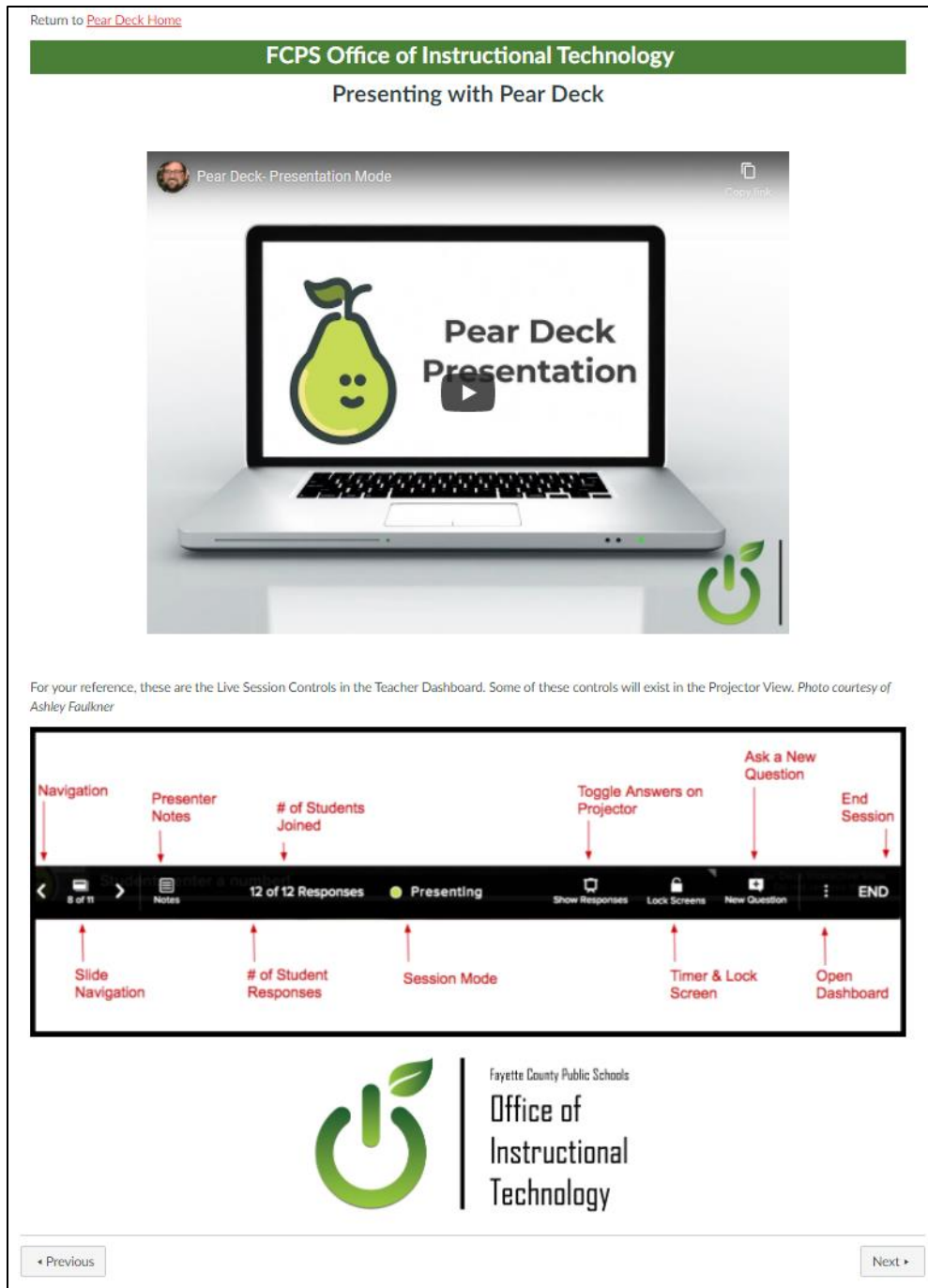



Figure 86. Pear Deck- Presenting with Pear Deck (See Appendix C for direct link)

[Return to Pear Deck Home](#)

## FCPS Office of Instructional Technology

### Pear Deck

#### Asynchronous Learning



As the video shows, you can go back and forth between Student- and Instructor-Paced instruction. Student-Paced is great for homework and independent work. You are still in control as the teacher, but the students are in control of their pacing. Student-Paced instruction should not be considered to replace teacher instruction. You can incorporate videos into your Pear Deck, using the website option. Check the additional resources for more information on adding a YouTube video to your lesson.

**Pro-tip:** Add in a "Congrats! You're Finished" slide to your Student-Paced Slide Decks because there will not be a notification that they have finished the activity for them or you. Adding this slide, lets the students know they are finished.

**Additional Resources**

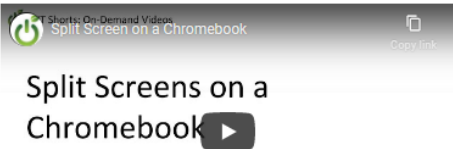
[Student-Paced Lesson Guides](#) »

[Adding YouTube Videos to Pear Decks](#) »


#### Synchronous Learning


Creating a synchronous learning experience for students that is engaging and full of feedback is easy with Pear Deck. When you are ready to present your presentation select Instructor-Paced and lead your students through a rich and engaging lesson. Students can participate on their devices and answer questions and participate in discussions. Synchronous learning can happen face-to-face and virtual through Zoom or Google Meet. Check out the video below to help your students navigate having two screens open on one Chromebook. The demo on the previous page shows how to use Pear Deck for synchronous learning.

#### Split Screens in Zoom



Watch More of Our FCPS Videos on [YouTube](#)

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*Figure 87. Pear Deck- Asynchronous and Synchronous Learning (See Appendix C for direct links)*


[Return to Pear Deck Home](#)

## FCPS Office of Instructional Technology

### Sharing a Pear Deck

**Link Sharing**

You can share Pear Decks directly through links. Instructor-Paced links will allow students to join using a code. By default, students are required to log in. This setting could be turned off, but might not give the desired results. Knowing who the students are and what they answered is an important aspect of Pear Deck. Check the Instructor-Paced Slide Deck below.




**Pear Deck:**  
*Sharing a Join Code*

Advance Slides Below

Google Slides

**Google Classroom**

There is an option to share the Join link through Google Classroom, but it might be easier to just share the code for Instructor-Paced to prevent downtime. For Student-Paced, Pear Deck will share with you a code that you can place in your Google Classroom. Check the slides presentation below for sharing through Google Classroom. Students will work on their own to complete the activity.




**Pear Deck:**  
*Sharing through Google Classroom*

Advance Slides Below

Google Slides

**Canvas**

Check the next page to see how to use integrate Canvas and Pear Deck together.



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Figure 88. Pear Deck- Sharing a Pear Deck, Links and Google Classroom

## Pear Deck: Sharing a Join Code




Advance Slides Below

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Instructional  
Technology

### Open Pear Deck

When you are ready to share Pear Deck, Open Pear Deck and start your lesson. This method is good for asynchronous learning.

1. Click Add-ons
2. Hover over Pear Deck for Google Slides Add-on
3. Open Pear Deck Add-on
4. Start Lesson at the top

### Instructor-Paced

For Instructor-Paced, you are leading the instruction for this Pear Deck. You have the ability to turn on Student-Paced at anytime from your Teacher Dashboard.

#### Choose Your Lesson Mode

You can always change this later.

**Student-Paced Activity**

Put Deck **Student-Paced Mode** on to allow students to progress at their own pace. This mode allows students to progress at their own pace and you can monitor their progress.

**Instructor-Paced Activity**

This mode is the default mode. It allows you to control the pace of the lesson and you can monitor the progress of the students.

### Sharing Options

You have two sharing options:


1. Post the joinpd.com code on projector or screen where for students to enter in another tab.
2. Click Give Students a Link
  - a. This will copy a link to your clipboard and then you can paste into your chatbox.
  - b. Students will click or copy/paste the link into a new window



Figure 89. Pear Deck- Sharing a Join Code or Link Presentation

## Pear Deck:

### Sharing through Google Classroom



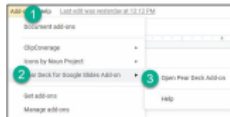
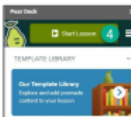
Advance Slides Below

South County Public Schools  
Office of Instructional Technology

### Open Pear Deck

When you are ready to add a Pear Deck to your Google Classroom, Open Pear Deck and start your lesson.

1. Click Add-ons
2. Hover over Pear Deck for Google Slides Add-on
3. Open Pear Deck Add-on
4. Start Lesson at the top

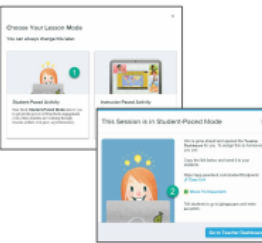



### Setting up Student-Paced Mode

This option is for setting up Student-Paced Mode and sharing to Google Classroom.

1. Click Student-Paced Activity
2. Click Share to Classroom

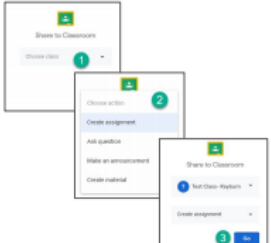
During this stage, skip the joined.com code and Go to Teacher Dashboard.



### Sharing

You might have to log in prior to these steps. If so, make sure to log in with your FCP's email address and password.

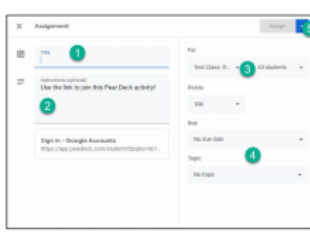
1. You will be asked to share this to your Google Classroom, make sure to select the correct class from the drop-down menu.
2. Decide the correct action. For this, I would recommend Create assignment.
3. Click Go



### Complete Assignment Details

This should look similar to your other Google Classroom Assignments.

1. Add a title of the assignment
2. Add instructions for your students
3. Select which classes or students to assign the Pear Deck
4. Add a due date and a topic for students to keep organized
5. Assign to students



### Visit the Teacher Dashboard

After you have set up your Pear Deck in your classroom, you can view your Teacher Dashboard as normal. When students are working on the Pear Deck, you will see an icon in the bottom left of the slide with a number. This tells you which students are on that slide and how many.

If you schedule this assignment for later:

1. Visit [app.peardeck.com](https://www.peardeck.com)
2. Click Teacher Login
3. Sign in with Google
4. Click on sessions at the top
5. Find the session title and click the Teacher Dashboard icon

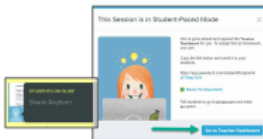




Figure 90. Pear Deck- Sharing through Google Classroom Presentation


[Return to Pear Deck Home](#)

## FCPS Office of Instructional Technology

### Pear Deck with Canvas

#### Making an Assignment in Canvas

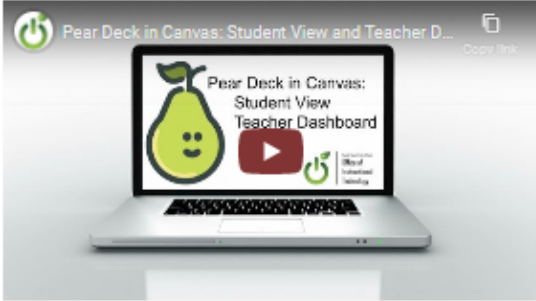
Get started using a Pear Deck in Canvas with these few steps. It can be simple to make an assignment with Pear Deck in Canvas. There is nothing to set up or a need to add this to your course. It is already there. Select your Google Slide that you have previously prepared with Pear Deck and add it to your Canvas course. Check this video out for all of the steps. Also, check out the Additional Resources below for step-by-step written instructions.



Pear Deck in Canvas: Making an Assignment

#### Pear Deck and Canvas- Student and Teacher Views


Check out this video to see how to view the Pear Deck assignment through Canvas for your students and see their view. This video also covers the different views for Pear Deck and side-by-side views.



Pear Deck in Canvas: Student View and Teacher Dashboard

#### Additional Resources

[Using Pear Deck in Canvas](#)



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Figure 91. Pear Deck- Pear Deck with Canvas (See Appendix C for direct links)



[Return to Pear Deck Home](#)


## FCPS Office of Instructional Technology

### Publishing Your Takeaways

It is best to always publish your takeaways after a live session or after all students have completed the assignment. Takeaways will automatically share the Google Doc with the student that has all of the information they shared during the lesson.


It is important to remember that you can only send Takeaways once the session is over. So all students need to complete the assignment before publishing the Takeaways. Students can still access the Pear Deck presentation until you end the session, so they can still access their work and notes from the class.

To see more about Takeaways, check out this video below.



10 Keep Learning Going with Student Takeaways

Copy link



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Figure 92. Pear Deck- Publishing Your Takeaways (See Appendix C for direct link)



*Figure 93.* Pear Deck- Engagement Ideas with Pear Deck (See Appendix C for direct link)

This module included a discussion board post (See Figure 94) that was not included in the module view (See Figure 81). This is due to a direct link being posted on the Engagement Ideas page (See Figure 93) because the discussion board is not required to complete this module. Therefore, if the participant wanted to skip the discussion board, they would not see it when they clicked next. This was to give participants a choice on their engagement level with the course. If they decide to complete the discussion board post, they will need to click the button to return to the Engagement Ideas page.

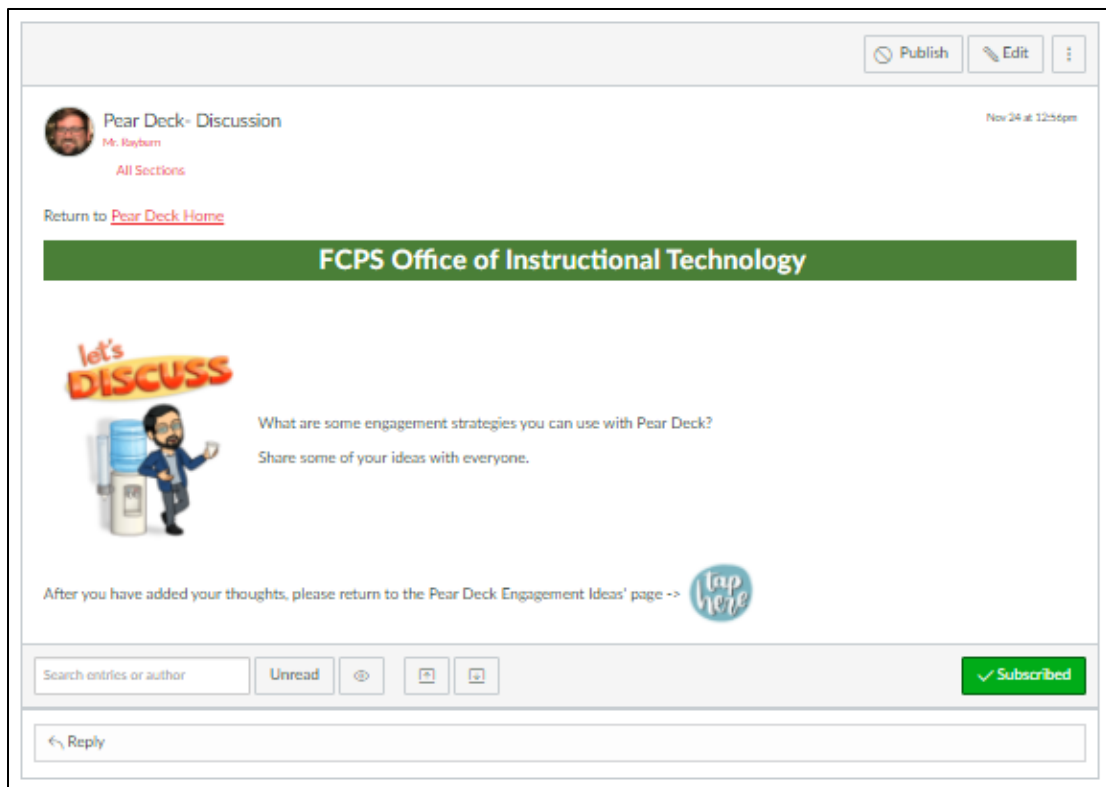


Figure 94. Pear Deck- Discussion Board Post for all to Share Engagement Strategies

[Return to Pear Deck Home](#)

## FCPS Office of Instructional Technology

### Pear Deck Assignment

It is time to practice. Please create a Pear Deck Slides Presentation and share the presentation below. Find a Slide Deck that you have used in the past and create a Pear Deck for this Slide Deck. If you need to create one, you can add more slides and information to the demo shared in this course.

Please consider how you are delivering your presentation. If this is synchronous learning, what questions or checkpoints will you add to increase engagement? If this is asynchronous learning, how will students demonstrate their learning of the content?


To share the presentation:

[Screencast Recording, if needed](#)

- Click "Share" in Google Slides
- Under Link, change from restricted to Fayette County Public Schools
- Click "Copy Link"
- Insert the link into the submission area.

*Please do not upload or attach your Google Slides presentation.*

Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.



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Figure 95. Pear Deck- Assignment

Participants work through the materials presented in this module to use Pear Deck and learn all of its features available to our teachers (See Figures 82-95). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11)

through an email filled out with the participant's name and the title of the course.

They can return to the Pear Deck Landing Page after completion (See Figure 80).

### **Screencastify**

Background: Screencastify was purchased by the district for the 2020-2021 school year. Teachers may have some knowledge of Screencastify from the previous school year when the district went to virtual learning. The lesson plan (See Table 9) will focus on some student engagement ideas as well.

Table 9

Screencastify Lesson Plan

## **FCPS Office of Instructional Technology**

### **Professional Development Course**

#### **Module/Lesson Planning**

<b>Course:</b>	<b>Module Title:</b>
Online Tools	Screencastify

#### **Lesson Plan**

##### **Gaining attention:**

Are you ready to make instructional videos? Screencastify has all of the tools you need to make your instructional videos. It is as simple as a few clicks record, and upload. It is easy to use and you can get a good quality video that you can use over and over again for years to come. Reteaching is simple as well. Share with students videos you have already created. Remember, you are the teacher. You want that connection with them first before someone on YouTube.

In this course, we will cover:

- Installing Screencastify
- Creating a Screencast Video

- 
- Editing a Video
  - Sharing a Video
  - Engagement Ideas for Students
- 

**Inform Students of the Objectives:**

Participants will be able to record, trim, name, and share a Screencastify video.

**ISTE Standards for Educators:**

5a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

---

**Recall Previous Learning:**

What is Screencastify?

---

**Presenting New Information:**

- Installing Screencastify
  - Creating a Screencast Video
  - Editing a Video
  - Sharing a Video
  - Engagement Ideas for Students
- 

**Provide Learning Guidance:**

Instructional Videos  
Slides Deck Presentations  
Instructional Gifs

---

**Elicit Performance:**

Provide an opportunity to share student engagement ideas with other educators

---

**Provide Feedback:**

Feedback will be provided after the participants have created their assessment and the instructor will provide a certificate showing they have accomplished the module.

---

**Assess Performance:**

For this assignment:

---

---

The participant will record a screencast recording using Screencastify and share a prepared presentation.

Create a Google Slides Presentation

- Include information about yourself
- Include pictures of you doing the activity or pictures of the activity
- This is something you will share with your students on or before class.

Create a Screencastify video with you introducing yourself to your students

- It is recommended to use your webcam, but we understand if you do not currently have a webcam
- Use your microphone and talk to your students

---

**Enhance Retention and Transfer:**

Participants are encouraged to create an About Me screencast video so they can share this video with their students to start building relationships at the beginning of the school year.

---

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## FCPS Office of Instructional Technology

### Screencastify



Are you ready to make instructional videos? Screencastify has all of the tools you need to make your instructional videos. It is as simple as a few clicks record, and upload. It is easy to use and you can get a good quality video that you can use over and over again for years to come. Reteaching is simple as well. Share with students videos you have already created. Remember, you are the teacher. You want that connection with them first before someone on YouTube.

In this course, we will cover:

- Installing Screencastify
- Creating a Screencast Video
- Editing a Video
- Sharing a Video
- Engagement Ideas for Students

To be awarded professional development credit, the participant will create a Screencastify Video and share the video as your submission.

Total Professional Development: 1 Hour

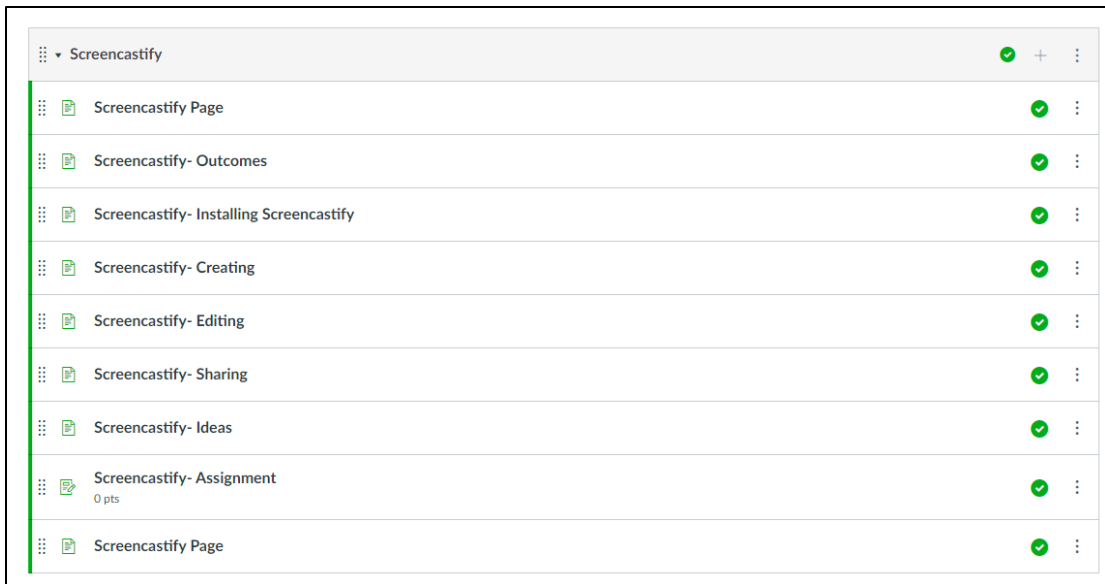


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Figure 96. Screencastify- Landing Page





*Figure 97. Screencastify- Module View*

As in previous courses, to help start the course, a button was added to the landing page (See Figure 96) so participants know where to start the course. This module was also designed so when a participant finishes the assignment and clicks next, they are sent back to the Screencastify Landing Page (See Figure 96). To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 98).

[Return to Screencastify Home](#)


## FCPS Office of Instructional Technology

### Screencastify


**Learning Outcomes:**  
Participants will be able to record, trim, name, and share a Screencastify video.

**ISTE Standard:**  
5a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

#### What is Screencastify?



Canvas Tip: Click Next below to advance to the next page in this course.



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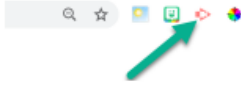
Figure 98. Screencastify- Learning Outcomes Page (See Appendix C for direct link)

Return to [Screencastify Home](#)

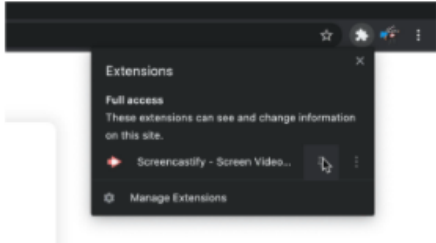
## FCPS Office of Instructional Technology

### Getting Started

Screencastify is a Google Chrome Extension. You should be able to install Screencastify from the Chrome Web Store. Screencastify will then be installed in your Chrome Browser. It is likely already installed in Chrome. If you are signed in to Chrome, you will be able to find Screencastify at the top.



You might need to check the puzzle piece at the top and pin Screencastify to your Chrome Browser.



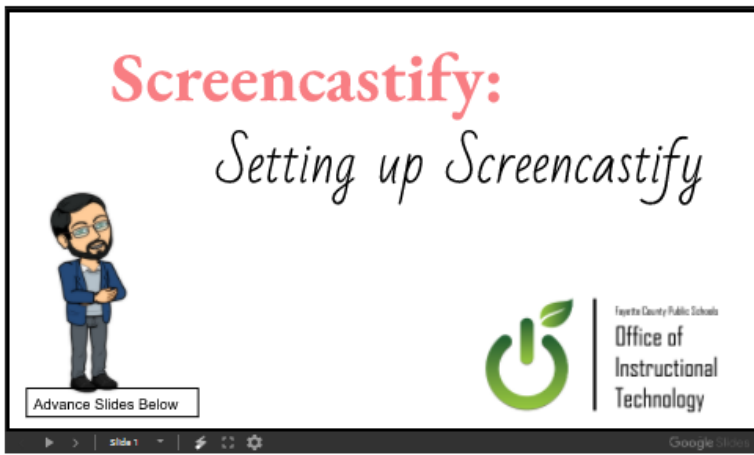
If it is not installed, you can install Screencastify from the direct link.

[Direct Link to Install Screencastify](#)

[Video Instructions for Installing](#)

#### Setting up Screencastify

The district has purchased Screencastify for all staff and students. In order to get access to your account, you need to sign in to Screencastify. Follow these instructions for signing in to Screencastify and setting up Screencastify for the first time. As stated in the presentation, you will not have to do these steps every time. Let the creativity begin.



Advance Slides Below


Google Slides

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Figure 99. Screencastify- Getting Started (See Appendix C for direct links and some photos shown are instructional gifs, not videos)

## Screencastify:

### Setting up Screencastify

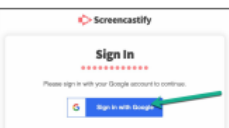
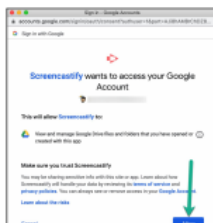


Advance Slides Below

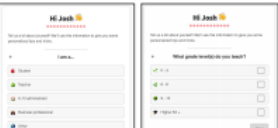


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Technology

After you have clicked on the Screencastify icon, you will walk through a series of steps. This will only be the first time you log in to Screencastify. You will not have to do these steps each time.


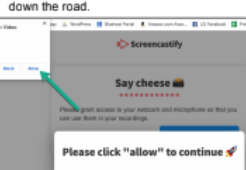
- Select "Sign in with Google" and log in with your FCPS email address and password.
- Click "Allow" to give Screencastify rights to add videos to your Google Drive.

Once you have signed in, you will have to agree to the terms and conditions and answer a few questions about your teaching situation.

During the initial setup Screencastify will ask you to allow your microphone and camera. Enable your microphone and camera and then Make sure to hit the **Allow** button to save you some trouble down the road.

In the final stages of setup, enable your annotation tools and click allow once more. This will allow you to annotate as you are recording. More information will come later in the course.


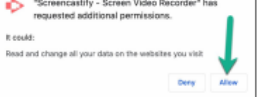



Figure 100. Screencastify- Setting Up Screencastify Presentation

## Screencastify- Creating

[Return to Screencastify Home](#)


### FCPS Office of Instructional Technology

#### Creating a Screencast

Recording a screencast using Screencastify is simple and easy. You start the program, decide on what you want to record, and then press record. When you are finished, press stop. Creating instructional videos to flip your classroom has never been easier. This section will cover the basics of recording. On the next page, we will talk about the editor and editing your screencasts. Let's start recording!

#### Getting Started Recording in Screencastify

Watch this video on getting started. It is a short video and it walks you through the steps of recording your first screencast using Screencastify. Check out the slides presentation below to see what the different options are for recording and when to use the different options.



#### Recording Options for Screencastify




Figure 101. Screencastify- Creating a Screencast, Part 1 (See Appendix C for direct link)

**Drawing Tools to Annotate while Recording**

The drawing tools are an excellent feature to use when you want to draw attention to your viewers. These features only work on certain sites and will not work on all sites and your desktop. They are meant to be used in the Chrome web browser.

### Drawing Tools


**Mouse Pointer:**

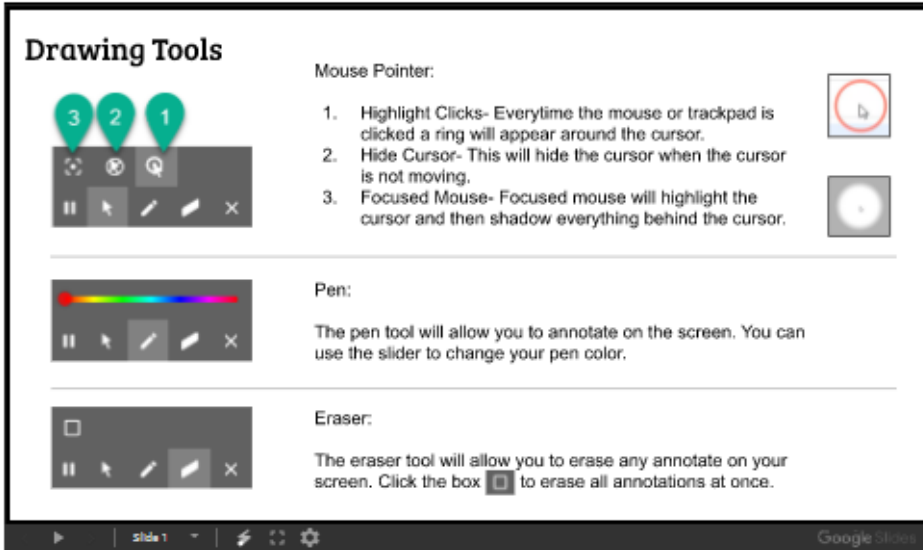
1. Highlight Clicks- Everytime the mouse or trackpad is clicked a ring will appear around the cursor.
2. Hide Cursor- This will hide the cursor when the cursor is not moving.
3. Focused Mouse- Focused mouse will highlight the cursor and then shadow everything behind the cursor.

**Pen:**

The pen tool will allow you to annotate on the screen. You can use the slider to change your pen color.

**Eraser:**



The eraser tool will allow you to erase any annotate on your screen. Click the box  to erase all annotations at once.



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Figure 102. Screencastify- Creating a Screencast, Part 2

## Screencastify: Recording Options

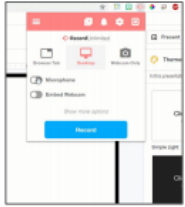



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### Turning Your Microphone On and Off

For all of the different recording options, you can toggle on and off your microphone and camera. For demonstration purposes, you might find it less distracting for your students to have your camera off. Sometimes, you just want to show them how it works without talking. You can do that with the toggle for camera and microphone.

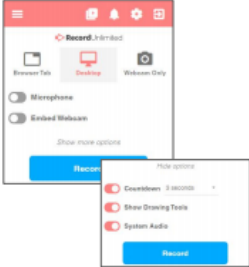
(Webcam only does require you to have your webcam on when recording under that tab.)



### Recording Your Desktop

To record your desktop, select this tab. It is recommended to use this when recording. You can use the other tabs but you run the risk of not recording everything. Desktop prevents you from clicking on another tab and the screencast only records what was on the previous tab.

Show more options: On most sites, you have the option to use your drawing tools. Some sites and your desktop will not allow you to annotate over. The toolbox will not be an option for you. You can turn on and off computer audio. This will appear on the next screen as well.

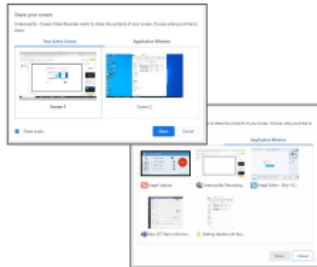


### Share Your Screen

With Desktop, you have the option to share your entire screen (recommended) or select an application to record. Remember if you select the application, it only records that application.

With entire screen share, you can also share your computer audio.

Select your screen or application and then click Share.

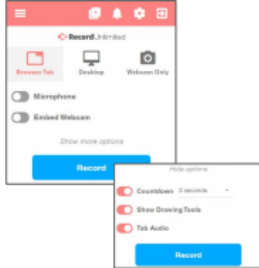


### Browser Tab

The browser tab recording option will only record what is currently on the browser. If you want to share your current view, you can select just to record the tab using the browser tab.

Please note: if you click on another tab in your browser, you will be very frustrated and have to record again.

Show more options: You have the drawing tool again and the ability to share tab audio.



### Webcam Only

Webcam only is an excellent tool when you want to make a quick recording of just you. You cannot share your computer screen here but you can share your camera and microphone.

Show more options: Only the ability to adjust the countdown timer.

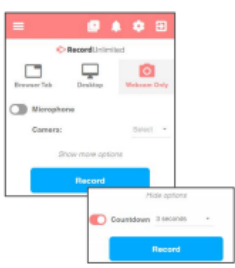



Figure 103. Screencastify- Recording Options Presentation

[Return to Screencastify Home](#)



## FCPS Office of Instructional Technology

### Editing in Screencastify

Basic Editing: Trimming and Naming




*Trimming and Naming*



**Editing in Screencastify?**

Screencastify does offer a video editor as part of their unlimited subscription. This is a very basic editor and will just allow you to cur the middle out of your video and add some text. You can add multiple videos to one as well with no way to add transitions. This is not the best tool for editing videos beyond cutting something out of the middle. For an overview of Screencastify's editing tool, please visit [Editing Video in Screencastify](#).



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Figure 104. Screencastify- Editing in Screencastify (See Appendix C for direct links)



[Return to Screencastify Home](#)

## FCPS Office of Instructional Technology

### Sharing the Finished Product

Once you are ready to share your Screencastify video, it is as simple as hitting the big blue button.

The Copy Shareable Link button (Big Blue Button) automatically puts the link into a sharable format from your Google Drive. You can paste this link in your Canvas or Google Classroom course or share the link on a different platform. The default for this link will be Anyone with this link. If you wish to change this to only Fayette County Public Schools, you will need to click on more options and change the link settings.

If you don't hit the big blue button, the video remains unlisted and private. If you do not plan to share this video, you do not have to hit the big blue button.

### Google Drive

Every time you make a Screencastify video, the video is automatically saved in your Google Drive. This was a setting in the beginning. There will be a folder in your Google Drive called "Screencastify". All of your files will live in this folder. You can also use this folder to import the videos in through Google Classroom or Canvas using their import features. Also, any sharing permissions to your video remain on the videos in your Google Drive. If you click the big blue button, the link will be turned on. Due to a recent upgrade though, you cannot change the settings for the folder in your Google Drive and hop that all new videos will pick up those settings. You have to either turn link sharing on through your Google Drive for that video or click the big blue button. Save yourself the trouble and just make it a habit to hit the button.

Can you find the Screencastify folder in your Google Drive?  
Open your Google Drive and scroll down.


The folder should look like this ->


### Google Classroom

Create an assignment, announcement, course material, or ask a question straight from the Edpuzzle share screen. Take a look at the slides below for steps to creating an assignment. These steps are going to be similar to what you would do in Classroom.

# Screencastify:

## Sharing to Google Classroom





Advance Slides Below

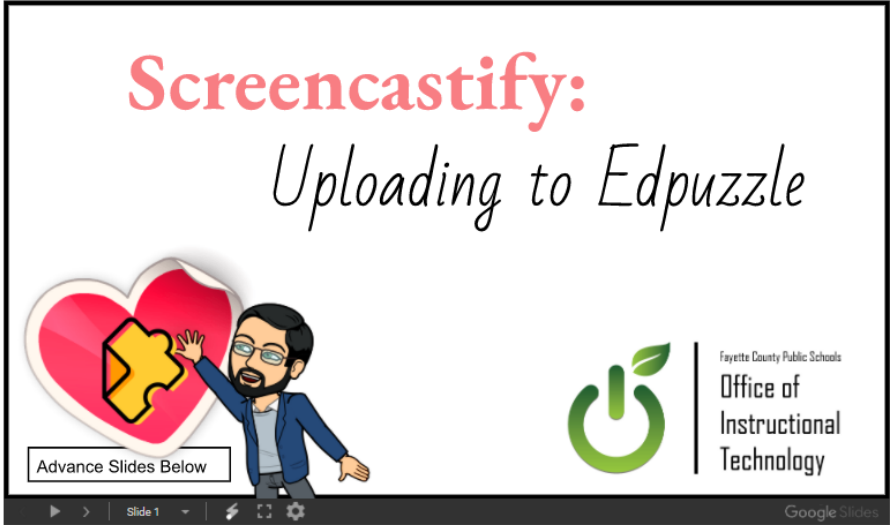
▶ > Slide 1
⚙

Google Slides

Figure 105. Screencastify- Sharing the Finished Product, Part 1

### Edpuzzle

Advance the slides below to learn how to upload a Screencastify video to Edpuzzle. Edpuzzle will allow you to check for understanding with your students. You can add different questions to the video and prevent the students from skipping ahead.



**Screencastify:**  
*Uploading to Edpuzzle*

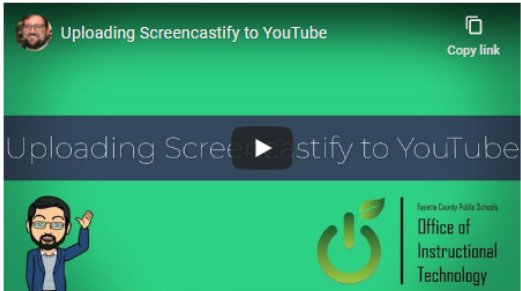
Advance Slides Below

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Google Slides

### YouTube

Uploading your Screencastify videos to YouTube has improved over the years. Now, you just have to click the button and the video will go straight to YouTube. Depending on the size of the video, or how long the video is, depends on the upload time. You will also need to sign in with your Fayette Co. Public Schools email address to access your YouTube channel. Watch this video below to see how to upload to YouTube.




Uploading Screencastify to YouTube

Copy link

Uploading Screencastify to YouTube

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*Figure 106.* Screencastify- Sharing the Finished Product, Part 2 (See Appendix C for direct link)

## Screencastify: Sharing to Google Classroom



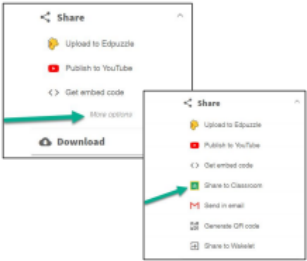
Advance Slides Below



### Finding Google Classroom

If Google Classroom is not already under your share icon, you can click on more options. This will show you a list of available options for you to share your Screencastify video.

Click Share to Classroom to start the process.



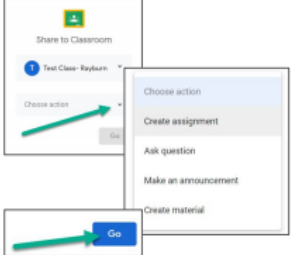
### Select a Class

After you have signed in to Google Classroom, you will select the class you want to share this video. Select the drop down arrow and select your class.



### Select an Action

A new dropdown box will appear and you will need to select the action you want from this video. Do you want this video to be an assignment? Do you want to ask a question or make an announcement? Is this just informational and you want it to be Course Material? Either way, you have to select one. Once you have selected one of them, you will click the Go button.



### Look Familiar?

If you have already used Google Classroom, this view should look familiar to you. This is the view you will see when you make an assignment or other action in your Google Classroom. You will complete this like normal for your Google Classroom.

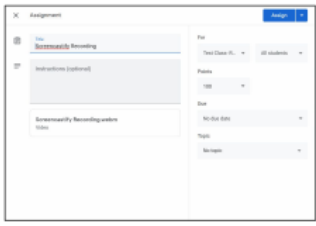




Figure 107. Screencastify- Sharing to Google Classroom Presentation

## ScreenCastify: Uploading to Edpuzzle



Advance Slides Below




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### Create an Edpuzzle Account

To get started, you will need to create an Edpuzzle account. If you already have created an account, you can skip this step.

1. Visit [Edpuzzle.com](https://edpuzzle.com)
2. Click Sign Up
3. Select I'm a Teacher
4. Sign in with Google
5. Use your School Email Address and Password
6. Agree to any terms and conditions



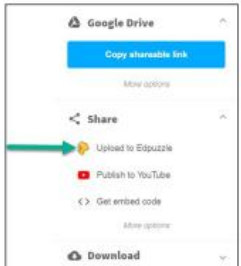
### Upload to Edpuzzle

After you have recorded your ScreenCastify Video and trimmed the video, you will be able to select Upload to Edpuzzle.

**Note:** Make sure to name your ScreenCastify before uploading, if not it will be called Unlimited Recording and could get very confusing.

Select the Upload to Edpuzzle button

If you don't see Edpuzzle, read [this guide](#).




### Sign in

If your account is not already signed in, you may be asked to sign in. Remember to Sign in with Google.



### Allow Access to Google Drive

You have to click the Google Drive button and allow Edpuzzle to access your Google Drive. Due to ScreenCastify videos being in your Google Drive, you have to click Google Drive with every upload. You might not have to allow access every time.



### Success

Your video will process and then will be uploaded to Edpuzzle. You can watch the progress of the upload below the title. After the video has uploaded, you can add all of the features of Edpuzzle to your ScreenCastify Video.

The Det.

Figure 108. ScreenCastify- Uploading to Edpuzzle Presentation

[Return to Screencastify Home](#)

## FCPS Office of Instructional Technology

### Engaging Ideas for Screencastify

How will you use Screencastify with your students?

Here are some ideas from Ashley Faulkner on using Screencastify to engage students:

- GIFs
- Modeling a New Skill
- Using a digital whiteboard space to share class notes
- Read Alouds
- Input Video into Slides with Student Questions
- Math Manipulative Modeling
- Virtual Tours
- Feedback
- Students Use to Demonstrate Learning

Share some more ideas with everyone using this discussion board post->

Did you know students can create Screencastify videos too? Have them create Screencastify videos too!



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*Figure 109. Screencasity- Engaging Ideas for Screencastify*

This module included a discussion board post (See Figure 110) that was not included in the module view (See Figure 97). This is due to a direct link being posted on the Engagement Ideas page (See Figure 109) because the discussion board is not required to complete this module. So if the participant wanted to skip the discussion board, they would not see it when they clicked next. This was to give participants a choice on their engagement level with the course. If they decide to complete the

discussion board post, they will need to click the button to return to the Engagement Ideas page.

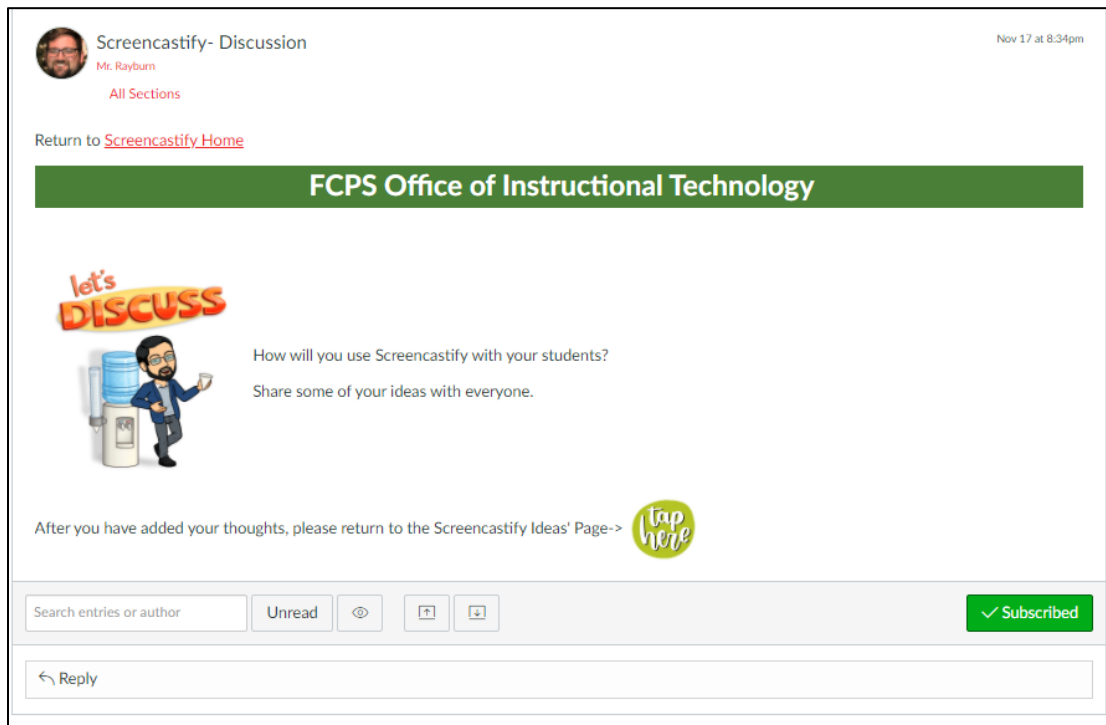


Figure 110. Screencastify- Discussion Board Post to Share Ideas

Return to [Screencastify Home](#)

## FCPS Office of Instructional Technology

### Screencastify- Assignment

The moment you have been waiting for has finally arrived. For this assignment, you are going to create a Screencastify video that will help introduce you to your class. Sharing your interests and likes with your students could start to build relationships with them as they might have similar interests and likes.

For this assignment:

- Create a Google Slides Presentation
  - Include information about yourself
  - Include pictures of you doing the activity or pictures of the activity
  - This is something you will share with your students on or before class.
- Create a Screencastify video with you introducing yourself to your students
  - It is recommended to use your webcam, but we understand if you do not currently have a webcam
  - Use your microphone and talk to your students

We don't expect perfection. We just want you to practice and get comfortable using Screencastify. Don't spend a lot of time editing your video. This makes it seem natural to your students.

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 111. Screencastify- Assignment

Participants work through the materials presented in this module to use Screencastify and learn all of its features available to our teachers (See Figures 98-111). After the participant has finished this course, submitted their assignment, and

received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Screencastify Landing Page after completion (See Figure 96).

**Podcasting**

The Podcasting Landing Page (See Figure 112) allows participants to decide which course (module) they want to attend. They can read a description of the course, see how many hours are available, and what they are expected to complete to be awarded professional development hours. Each module has a learning outcomes page before the start of the module. The entire Podcasting unit is a cohesive look at podcasting, from listening to making a podcast and sharing ideas for students to engage in podcasting.



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## FCPS Office of Instructional Technology

### Podcasting

Course Options	Course Descriptions	PD Credit	Expected Assignment
<a href="#">Podcasting Overview</a>	<p>An overview of podcasting. Content to be covered will be:</p> <ul style="list-style-type: none"> <li>• What is a podcast?</li> <li>• How to listen to podcasts?</li> <li>• How do podcast enhance classroom lessons?</li> <li>• Project ideas</li> </ul>	1 Hour	To be awarded credit, the participant will listen and reflect on a podcast episode.
<a href="#">Getting Started with Podcasting</a>	<p>Starting with the basics, podcasting can be a great tool for showcasing learning. This course will allow participants to get started. Content to be covered will be:</p> <ul style="list-style-type: none"> <li>• Basic Equipment</li> <li>• Scriptwriting</li> <li>• Ways to Collaborate</li> <li>• How to find music to use?</li> <li>• What is needed to publish?</li> </ul>	1 Hour	To be awarded credit, the participant will create a sample lesson plan or project idea to introduce podcasting to students.
<a href="#">Podcasting- Recording, Editing, and Grading</a>	<p>Once participants are familiar with the basics, it is time to create. This course will cover the basics of recording, editing, and grading podcasts. Participants will need to create a free Soundtrap account. All audio is provided for this course.</p>	1.5 Hours	To be awarded credit, the participant will create a rubric to assess their students' podcast editing skills using Soundtrap to be shared with other participants.
<a href="#">Podcasting- Create, Publish, and Share</a>	<p>It's time to showcase your expertise! This course will cover how to export and publish a podcast. Participants will also create their own podcast to submit. Participants will need to create a free Soundtrap account.</p>	2 Hours	To be awarded credit, the participant will create a podcast on a topic of their own choice.




Figure 112. Podcasting Landing Page

### Podcasting Overview

Background: Podcasts can provide students with opportunities to listen and learn new materials. This lesson plan (See Table 10) is meant to help participants listen and reflect on an educational podcast. A list of podcasts are provided to participants and they can select one to listen. Part of the podcasting unit is to

understand a podcast before creating one on their own. This lesson is about understanding, not creating.

Table 10

Podcasting Overview Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course Module/Lesson Planning

Course:	Module Title:
Podcasting	Podcasting Overview
Lesson Plan	
<b>Gaining attention:</b>	
A podcast introduction to get participants thinking about podcasting	
<b>Inform Students of the Objectives:</b>	<b>ISTE Standards for Educators:</b>
Participants will listen to one episode of a podcast and reflect on the podcast.	6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
<b>Recall Previous Learning:</b>	
21st Century Learning Skills	
<b>Presenting New Information:</b>	
What is a podcast? How to listen to a podcast? Why use podcasting in the classroom? Project ideas for podcasting How to introduce podcasting to students?	

---

**Provide Learning Guidance:**

How to access and listen to a podcast?  
Instructional Podcast Links

---

**Elicit Performance:**

Sharing lesson ideas with other participants

---

**Provide Feedback:**

Feedback will be provided after the participants have created their assessment and the instructor will provide a certificate showing they have accomplished the module.

---

**Access Performance:**

Participants will reflect on the podcast that they listened to. The reflection should include:

- The name and episode of the podcast
- What did they like about the podcast?
- What could have improved on the podcast?
- How would they like to add podcasting in their classrooms?

---

**Enhance Retention and Transfer:**

Providing lesson plan ideas to transfer into actual lessons with students.

---

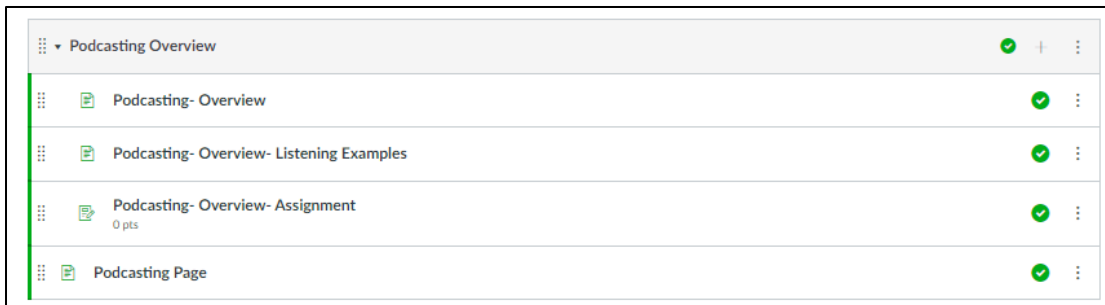


Figure 113. Podcasting Overview- Module View

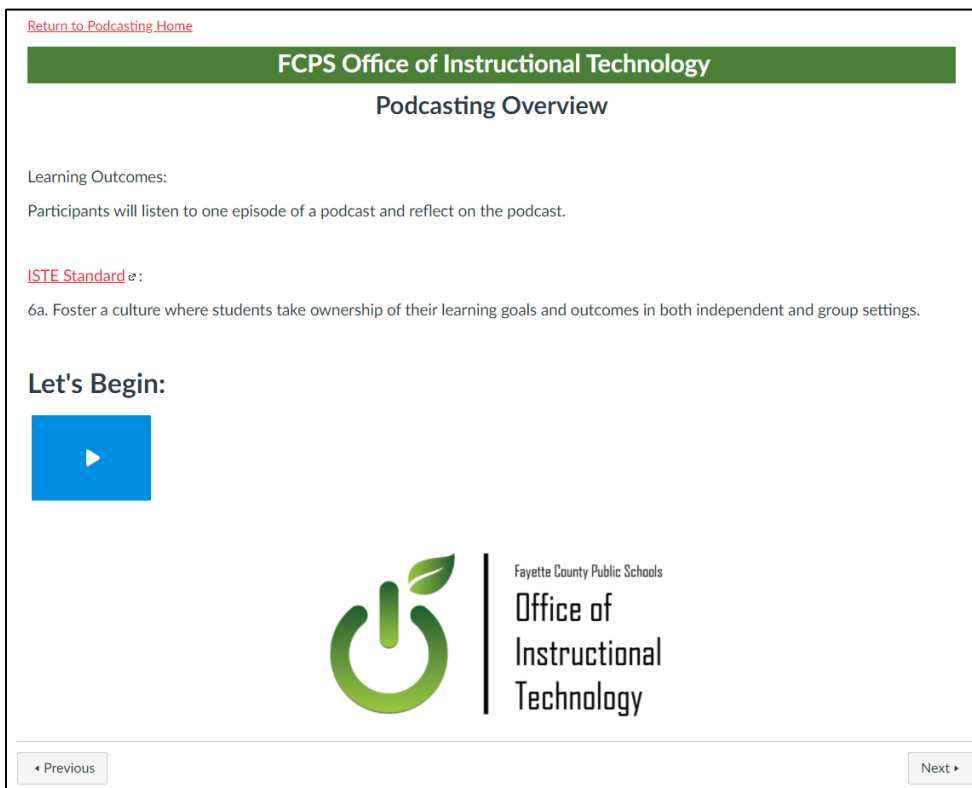


Figure 114. Podcasting Overview- Learning Outcomes Page (See Appendix C for direct link)

This module was designed so when a participant finishes the assignment and clicks next, they are sent back to the Podcasting Landing Page (See Figure 112). To further help with the design of the course, at the top of each page and assignment,

participants can return to the main landing page for each module (See top of Figure 114).

To help build the podcasting unit get participants thinking about podcasting (See play button in Figure 114), I made a script (See Figure 115) to follow so participants knew how the podcasting course was going to work. I wanted to share a little more about podcasting with my participants through a podcast. Since this is embedded in the module, I cannot post a link due to sharing permissions within Canvas. So I am providing the script (See Figure 115) I followed.

**FCPS Office of Instructional Technology**

**Professional Development Course**

Script:

Hello Everyone, Josh Rayburn here from the Office of Instructional Technology and I want to thank you for starting this journey with me here on podcasting. I know that podcasting can have a huge impact on your lessons in your classroom and your students will be engaged during this unit as you work with your students to create their own podcasts.

I love listening to podcasts. I have learned from some great podcasters over the few years of listening to podcasts as I drive to work or around town while sitting in traffic. I think they are a great tool in the classroom and I want you to find your inner love for podcasts as well. Maybe you already have a favorite podcast? Maybe you are looking to get into podcasting yourself? Or, maybe you are looking to learn a little more about podcasting. Well, look or “listen” no further. This unit will give you an overview of podcasting and then I will ask you to select one podcast to listen to from a few of my favorites, or you can select your own, and then answer some reflection questions about the podcast you listened to.

Don't let me stop you though, if you enjoy one of these podcasts, please keep listening. Unfortunately, I can only give you one hour of credit for it though. Click the next button to begin listening to a podcast and then after you are finished, click next again and you will be taken to the assignment submission.

Happy Podcasting!

*Figure 115.* Podcasting Overview- Script for Podcast

As mentioned in the script (See Figure 115), participants are asked to select one podcast and reflect on this podcast. A list of episodes from specific podcasts are provided to participants (See Figure 116). These podcasts are specific to education and these episodes relate to different fields within education. This is not a comprehensive list.

[Return to Podcasting Home](#)

## FCPS Office of Instructional Technology

### Podcasting Listening Examples

*Please select one episode to review*

Podcast	Episode	Link
 Education Podcast Network	This is a list of several podcasts related to education.	<a href="https://www.edupodcastnetwork.com/p/showsonepn.html">https://www.edupodcastnetwork.com/p/showsonepn.html</a> <sup>12</sup>
 Educational Duct Tape	Manny Curiel, WeVideo, Green Screens, Producing Video on Chromebooks and more!	<a href="http://educttape.libsyn.com/manny-curiel-wevideo-green-screens-producing-video-on-chromebooks-and-more">http://educttape.libsyn.com/manny-curiel-wevideo-green-screens-producing-video-on-chromebooks-and-more</a> <sup>12</sup>
 Google Teacher Podcast	Powerful Learning with ISTE Standards - GTP107	<a href="http://googleteachertribe.libsyn.com/powerful-learning-with-iste-standards-gtp107">http://googleteachertribe.libsyn.com/powerful-learning-with-iste-standards-gtp107</a> <sup>12</sup>
 Podcast PD	Why Podcast? Gabriel Carrillo - PPD064	<a href="https://podcastpd.com/podcast/why-podcast-gabriel-carrillo-ppd064">https://podcastpd.com/podcast/why-podcast-gabriel-carrillo-ppd064</a> <sup>12</sup>
 Teaching, Learning, Leading, K-12	Episode 48: Dr. Mark Wilson - iPrincipal	<a href="http://teachinglearningleadingk12.podbean.com/e/episode-48-dr-mark-wilson-igrincial/">http://teachinglearningleadingk12.podbean.com/e/episode-48-dr-mark-wilson-igrincial/</a> <sup>12</sup>
 Better Leaders Better Schools	How to Lead Gen Z to Workplace Success	<a href="https://podcasts.apple.com/us/podcast/how-to-lead-gen-z-to-workplace-success/id1036167679?i=1000465364640">https://podcasts.apple.com/us/podcast/how-to-lead-gen-z-to-workplace-success/id1036167679?i=1000465364640</a> <sup>12</sup>
 The House of #EdTech Podcast	How Can #EdTech Boost Creativity? - HoET150	<a href="https://chrisnesi.com/how-can-edtech-boost-creativity-hoet150">https://chrisnesi.com/how-can-edtech-boost-creativity-hoet150</a> <sup>12</sup>



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Figure 116. Podcasting Overview- Podcasting Listening Examples (See Appendix C for direct links)

[Return to Podcasting Home](#)


**FCPS Office of Instructional Technology**

**Assignment**

Participants will reflect on the podcast that they listened to. The reflection should include:

- The name and episode of the podcast
- What did they like about the podcast?
- What could have improved on the podcast?
- How would they like to add podcasting in their classrooms?

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 117. Podcasting Overview- Assignment

Participants work through the materials presented in this module and focus on listening to podcasts and reflecting on an educational podcast that they picked from a list provided (See Figures 114-117). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Podcasting Landing Page after completion (See Figure 112).

### Getting Started with Podcasting



Background: This lesson plan (See Table 11) helps participants with the planning process of podcasting. This will help the participant know the planning of how to add podcasting in a lesson and the equipment needed.

Table 11

Getting Started with Podcasting Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course

#### Module/Lesson Planning

Course:	Module Title:
Podcasting	Getting Started with Podcasting
Lesson Plan	
<b>Gaining attention:</b> Starting with the basics, podcasting can be a great tool for showcasing learning. This course will allow participants to get started. Content to be covered will be: <ul style="list-style-type: none"> <li>• Basic Equipment</li> <li>• Scriptwriting</li> <li>• Ways to Collaborate</li> <li>• How to find music to use?</li> <li>• What is needed to publish?</li> </ul>	
Inform Students of the Objectives:	ISTE Standards for Educators:
Participants will create a classroom lesson plan to introduce podcasting that can be shared with other educators.	5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

---

**Recall Previous Learning:**

21st Century Learning Skills  
What is podcasting?

---

**Presenting New Information:**

- Basic Equipment
  - Microphones
  - Headphones
  - Recording Software
- Scriptwriting
  - Sample Scripts
- Ways to Collaborate
- How to find music to use?
- What is needed to publish?
  - Cover Art
    - Where to find photos or make art?
  - Season & Episode
  - Audio File
  - Episode Title
  - Description
  - Show Notes

---

**Provide Learning Guidance:**

Instructional Videos

---

**Elicit Performance:**

Questions to think about when planning to a podcast in the classroom

---

**Provide Feedback:**

Feedback will be provided to participants for feedback on their introduction lessons.

---

**Access Performance:**

Participants will create a classroom lesson plan to introduce podcasting that can be shared with other educators. The plan should include:

- State of Kentucky Standard being taught
-

- 
- Grade Level
  - Objective
  - Lesson Plan/Project Idea
- 

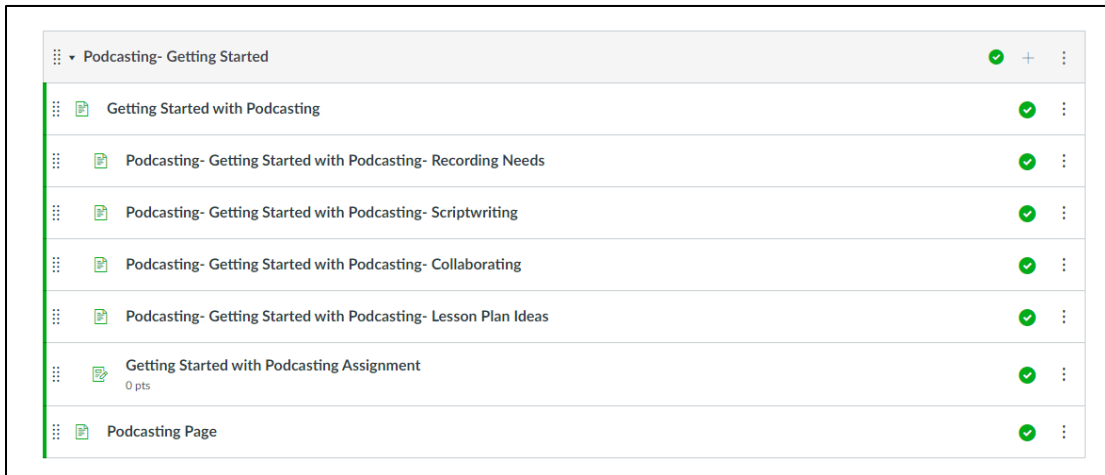
---

**Enhance Retention and Transfer:**

---

Example Scripts and cover art that can be shared with students when teaching about podcasting to students.

---




*Figure 118.* Getting Started with Podcasting- Module View

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**FCPS Office of Instructional Technology**

**Getting Started with Podcasting**




(Photo by [Jonathan Farber](#) on [Unsplash](#))

Learning Outcomes:

Participants will create a classroom lesson plan to introduce podcasting that can be shared with other educators.

**ISTE Standard:**

5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.



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*Figure 119.* Getting Started with Podcasting- Learning Outcomes Page (See Appendix C for direct links)

This module was designed so when a participant finishes the assignment and clicks next, they are sent back to the Podcasting Landing Page (See Figure 112). To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 119).



**FCPS Office of Instructional Technology**


## Recording Equipment Needs

Podcasting can be as easy as you want it to be. Let's listen to the recommended recording equipment.

▶

Recommended Equipment

<p>Microphone</p> 	<p><a href="#">Audio-Technica AT2005USB</a> <sup>et</sup></p> <p>A USB microphone that is a plug-and-play microphone. (No need to install the software.) It also serves as an XLR microphone for sound systems.</p>
<p>Recording/Editing</p>	<p><a href="#">Soundtrap.com</a> <sup>et</sup></p> <p>Online, anywhere recording and editing. Students can collaborate together or work on individual projects. As of March 2020, Soundtrap is approved for student usage in Fayette County and you can create five free projects. You can also purchase a school subscription for a minimal amount or you can get a free 30-day trial.</p> <p>Learn more about Soundtrap and editing in the Podcast- Recording, Editing, and Grading section</p>
<p>Headphones</p> 	<p>Headphones and Earbuds work great. You need them.</p>



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*Figure 120.* Getting Started with Podcasting- Recording Equipment Needs (See Appendix C for direct links)

**FCPS Office of Instructional Technology****Recording Equipment****Podcast Script:**

Greetings everyone. I hope you are having a great day or evening. This is Josh Rayburn with the Office of Instructional Technology. Today we are going to talk about recording equipment needed to get started with podcasting. Trust me. It is not as complicated as you might think. It is as simple as a microphone, a device, and some headphones. This would be a great way to start podcasting in your classroom. You are not going to get as clear of a sound with your podcast, but you or your students will be able to get started.

USB microphones have come a long way and are a great tool if you are using a Chromebook. These microphones allow you to direct your sound and do not pick up as much of the background noise. I have linked my preferred microphone for podcasting. It is what I am using right now. The Audio-Technica AT2005USB Dynamic Handheld. I like this microphone because it is easy to use and it comes with a tabletop stand and is durable. I also like that this microphone serves two purposes. You can use the USB feature or use the XLR feature to plug into a sound system.

When it comes to recording, I recommend using a Chromebook and Soundtrap. There are many features and apps that are available to use for podcasting, but I like to focus on the tools I might actually have in a building. Most schools right now have Chromebooks and Soundtrap works on Chromebooks. As of this recording, Mar. 2020, Soundtrap offers five free projects and is approved for students to use in Fayette County. We will get more into Soundtrap and how to edit later in this module.

Headphones are probably the easiest thing to have. They are almost a must for podcasting. When students start to edit, you will want them to listen to their podcasts and editing. It is a lot harder to edit your podcast with just the sound from the Chromebook. Imagine 30 students doing it at one time. Require them to use headphones. If they do not have headphones, check with the school media specialist to see if you can borrow some.

All of this can get expensive. Did you know that the district has 12 microphones available for you to check out? Email Josh Rayburn to check these out when you are ready to start thinking about podcasting.

*Figure 121. Getting Started with Podcasting- Recording Equipment Script*

To continue with the podcasting mindset of the podcasting unit, I made another podcast-style audio clip to explain the recording equipment needed for podcasting (See play button in Figure 120). Since this is embedded in the module, I cannot post a link due to sharing permissions within Canvas. So I am providing the script (See Figure 121) I followed.

[Return to Podcasting Home](#)

**FCPS Office of Instructional Technology**


**Podcast Scriptwriting**

Think of podcasting like you are producing a play or a movie. You have to have a script. Scripts help young podcasters know where they are and know what they are supposed to say. Scriptwriting and practicing can improve their podcast and improve their public speaking skills. They need to write it down, even the questions they are going to ask.

Here is a **template** that I like when creating podcasts with students.

- Hello Jingle
- Name of Podcast
- Introduce Yourself and any Co-Host
- Decide what you want to talk about...
  - Topic 1
  - Topic 2
- Outro- What did we talk about?
- Goodbye Jingle

For more reading, please visit this [article](#) *et al.*



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*Figure 122. Getting Started with Podcasting- Scriptwriting*

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## FCPS Office of Instructional Technology


### Stop, Collaborate, and Listen

Collaboration is key to any podcast. It is normally not a one-person job. It can be done as a stand-alone job but it really is effective to help students with collaboration. Even the students who do not want to be on the microphone can have a part in the production of the podcast.

Collaboration can happen in many ways. Students can collaborate on scriptwriting, speaking, editing, and their presentations. When starting a podcast, it is important that every student is involved in the learning process. If we are trying to present this to a real-world audience, we want to require the authentic artifacts that are included as if they were presenting to a podcast streaming service.

Each podcast should include the following artifacts:

1. Audio File
  - This is the actual episode of the podcast. This should be an edited audio file that is submitted as a final draft.
2. Cover Art with Podcast Name
  - Think of this as a band album cover. Each podcast should have cover art and should have a unique podcast name. Students will need to research different podcast names so they do not pick a name that is already been established.
3. Season and Episode
  - Just like your favorite shows have seasons and episodes, so do podcasts. It is up to the podcaster if they want to just do episode numbers or season followed by episode numbers. This helps organize the podcast for listeners.
4. Special Title
  - Beyond the name of the podcast, each episode should have a unique title. For podcasters, this allows them to remember what the episode is about at a quick glance. Now, you might not have them create more than one podcast in your class but you want to provide them with an authentic learning experience.
5. Description
  - This is a description of the episode. It is a quick glance for the listeners to see what the podcast is about. This should be an informative paragraph.
6. Show Notes
  - Show notes are more detailed than the description. If anything is mentioned that the listeners might want to refer back to, they should be pointed to the show notes. Show notes might include sponsorships or links to additional resources.



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*Figure 123. Getting Started with Podcasting- Collaborating*




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## FCPS Office of Instructional Technology

### Lesson Ideas

To get started with podcasting, you should have a goal or a project in mind. Below are some ideas that have worked well with podcasting. This is not an inclusive list but it will get you started.

- Share ideas
- Interview Other People
- Book Reviews
- Storytelling
- Weekly News
- Research Reports
- Character Interviews- instead of book reviews
- Podcast Tours
- Sharing Poetry
- Study for Exams



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*Figure 124.* Getting Started with Podcasting- Lesson Ideas

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## FCPS Office of Instructional Technology

### Assignment

Participants will create a classroom lesson plan to introduce podcasting that can be shared with other educators. The plan should include:

- State of Kentucky Standard being taught
- Grade Level
- Objective
- Lesson Plan/Project Idea

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 125. Getting Started with Podcasting- Assignment

Participants work through the materials presented to help them plan for podcasting in their lessons (See Figures 119-125). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Podcasting Landing Page after completion (See Figure 112).

### **Podcasting- Recording, Editing, and Grading**

Background: To create a podcast you need software to edit to audio files. This lesson plan (See Table 12) looks at Soundtrap. Soundtrap is one of the only audio editing tools that can work on a Chromebook. Due to FCPS being a Chromebook district, Soundtrap was the selected tool. Participants can select other tools that may give them a similar result.

Table 12

Podcasting-Recording, Editing, and Grading Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course

#### Module/Lesson Planning

Course:	Module Title:
Podcasting	Podcasting- Recording, Editing, and Grading
Lesson Plan	
<b>Gaining attention:</b>  Once participants are familiar with the basics, it is time to create. This course will cover the basics of recording, editing, and grading podcasts. Participants will need to create a free Soundtrap account. All audio is provided for this course.	
Inform Students of the Objectives:	ISTE Standards for Educators:
Participants will create a rubric to assess their students' podcast editing skills using Soundtrap to be shared with other participants.	7b Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

---

**Recall Previous Learning:**

Basic equipment for podcasting  
Scriptwriting Template

---

**Presenting New Information:**

Soundtrap

- Getting started
- How to record
- How students can collaborate
- How to edit recordings
- How to add sound effects
- Upload to Canvas or Google Classroom

Rubrics for grading

- Providing sample rubrics

---

**Provide Learning Guidance:**

Instructional Video on Soundtrap  
Sample recordings to edit  
Sample rubrics for grading section

---

**Elicit Performance:**

Participants will be encouraged to try editing a recording with Soundtrap.

---

**Provide Feedback:**

Individual feedback will be provided to participants after the submission of their rubric.

---

**Access Performance:**

Participants will create a rubric to assess their students' podcast editing skills using Soundtrap to be shared with other participants.

- The rubric should include:
    - State of Kentucky standard being taught
    - Holistic or Analytic Grading options
    - Teacher expectations are included
    - Total points
    - A place for comments
-

---

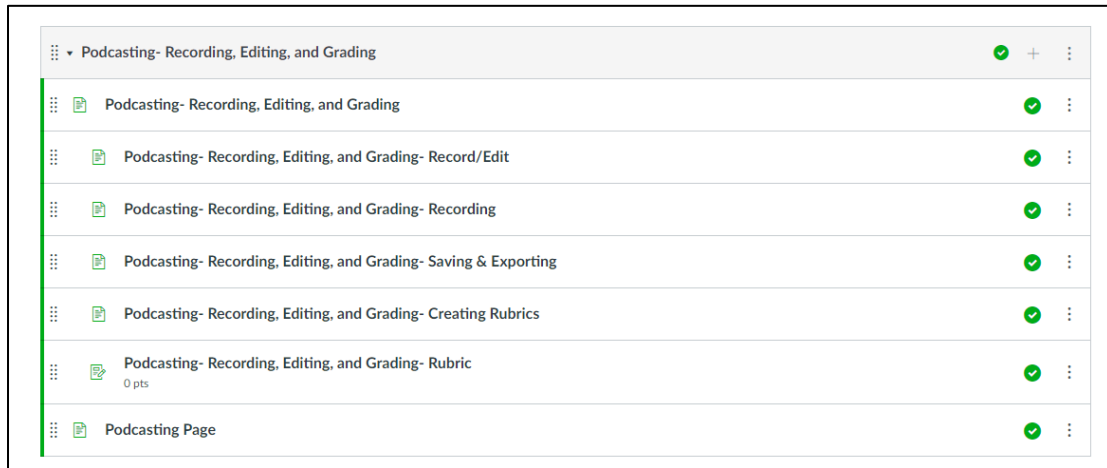
**Enhance Retention and Transfer:**

Example podcast

Sample recording files to use

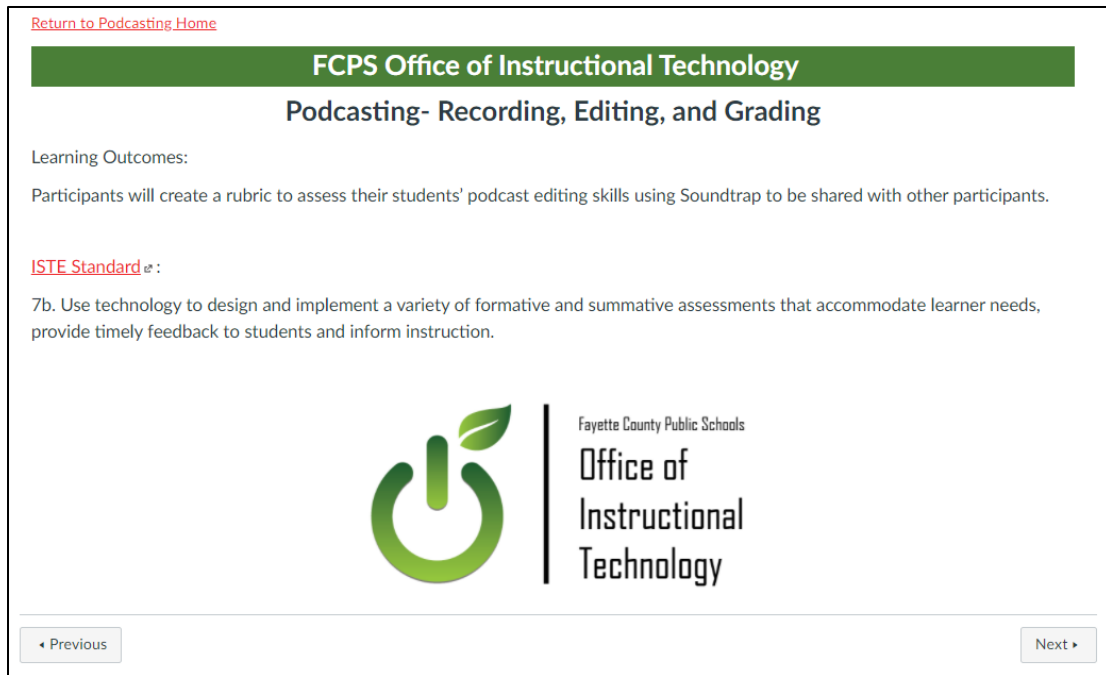
Rubric examples

---



Podcasting- Recording, Editing, and Grading	✓	+	⋮
Podcasting- Recording, Editing, and Grading	✓		⋮
Podcasting- Recording, Editing, and Grading- Record/Edit	✓		⋮
Podcasting- Recording, Editing, and Grading- Recording	✓		⋮
Podcasting- Recording, Editing, and Grading- Saving & Exporting	✓		⋮
Podcasting- Recording, Editing, and Grading- Creating Rubrics	✓		⋮
Podcasting- Recording, Editing, and Grading- Rubric 0 pts	✓		⋮
Podcasting Page	✓		⋮

*Figure 126.* Recording, Editing, and Grading- Module View



The screenshot shows a web page for the FCPS Office of Instructional Technology. At the top, there is a green header bar with the text "FCPS Office of Instructional Technology" in white. Below this, the title "Podcasting- Recording, Editing, and Grading" is centered. The page content includes a section for "Learning Outcomes:" which states that participants will create a rubric to assess their students' podcast editing skills using Soundtrap. Below this, there is a section for "ISTE Standard" with a link to "7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction." The page features the Fayette County Public Schools logo, which consists of a green stylized 'G' with a leaf, and the text "Fayette County Public Schools Office of Instructional Technology". At the bottom, there are two buttons: "Previous" on the left and "Next" on the right.

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## FCPS Office of Instructional Technology


### Podcasting- Recording, Editing, and Grading

Learning Outcomes:

Participants will create a rubric to assess their students' podcast editing skills using Soundtrap to be shared with other participants.

[ISTE Standard](#) :

7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.



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*Figure 127.* Recording, Editing, and Grading- Learning Outcome Page (See Appendix C for direct link)

This module was designed so when a participant finishes the assignment and clicks next, they are sent back to the Podcasting Landing Page (See Figure 112). To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 127). Participants can also navigate the module using the two buttons at the bottom of the page to gain access to the material (See bottom of Figure 127).

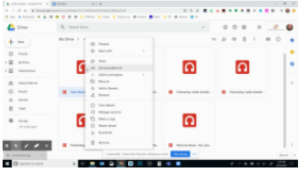
[Return to Podcasting Home](#)

## FCPS Office of Instructional Technology

### Podcasting- Recording and Editing Files and Account

#### Audio Files

To get started, download these files. This will provide you with all of the audio tracks needed to practice editing in Soundtrap. To download, right-click the file and select "Download"

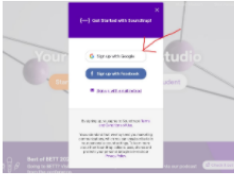



[Audio Links](#) to Download

#### Soundtrap Account

You will also need to create a free account for Soundtrap.com. You can sign up using Google and use your school email address.

[Soundtrap.com](#) -> "Log in" -> "Don't have an account? Click Here" -> "Sign up with Google"





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Figure 128. Recording, Editing, and Grading- Files and Account (See Appendix C for direct links and photos shown are instructional gifs, not videos)

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**FCPS Office of Instructional Technology**

**Recording and Editing  
Soundtrap**

Overview Guide




The slide features the word "SOUNDTRAP" in large, purple, hand-drawn letters. Below it, on the left, is a cartoon character with a beard and glasses wearing headphones, with musical notes floating around him. To the right of the character is a large pair of black headphones. In the center, between the headphones, is the text "A Podcasting Tool". At the bottom right is the Fayette County Public Schools Office of Instructional Technology logo, which consists of a green power button icon with a leaf on top.

Watch This Video for Overview of Soundtrap and Practice

[Audio used for Practicing](#)

[Podcasting Script](#)



The video thumbnail has a black header with a small profile picture of a man and the text "Using Soundtrap to Edit". On the right side of the header is a "Copy link" button. The main content of the thumbnail is the same "SOUNDTRAP A Podcasting Tool" slide as seen above. At the bottom of the thumbnail is a black bar.

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*Figure 129.* Recording, Editing, and Grading- Soundtrap (See Appendix C for direct links)



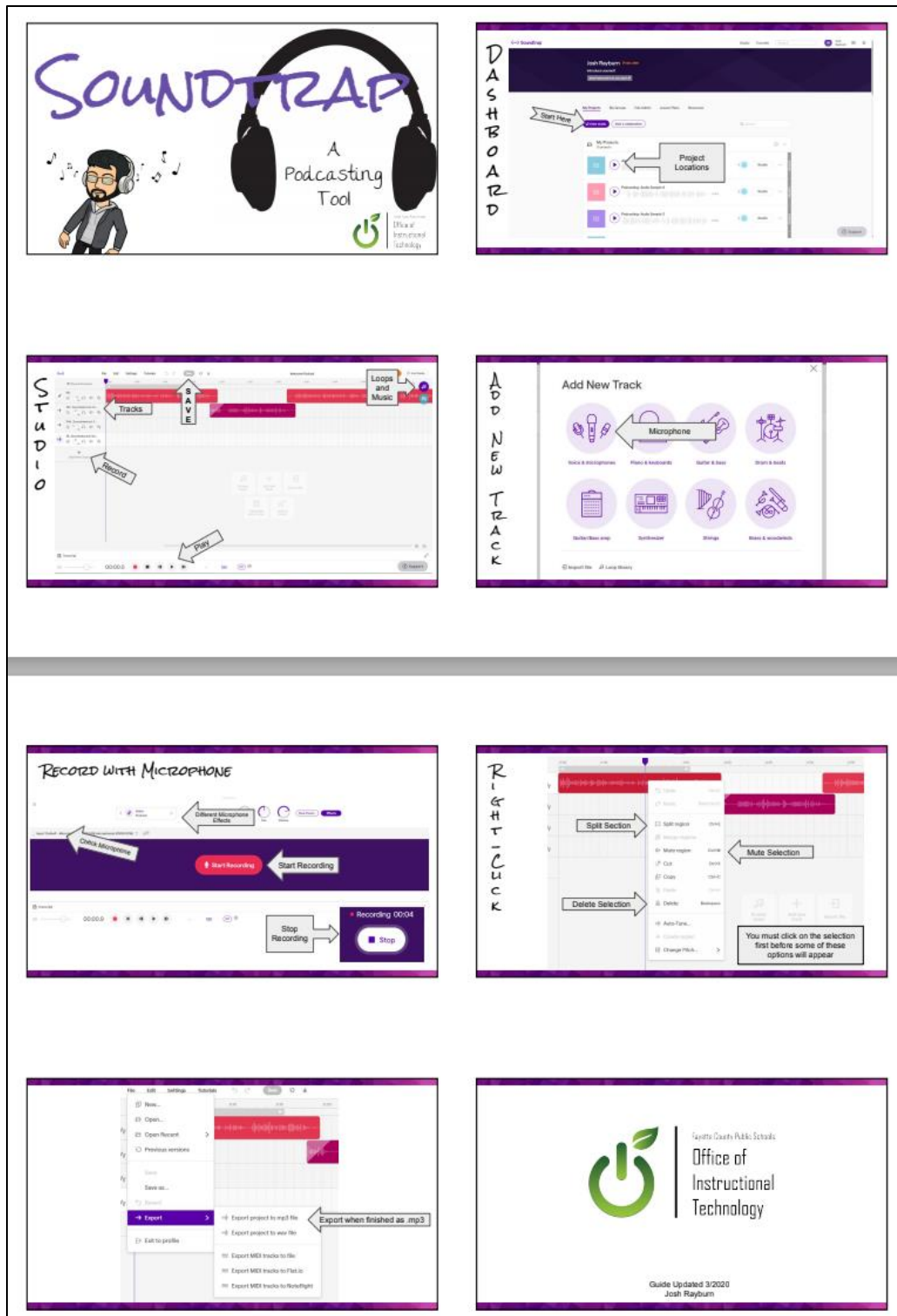


Figure 130. Recording, Editing, and Grading- Soundtrap Basics Presentation

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## FCPS Office of Instructional Technology

### Save & Export

#### Extra Sounds

FCPS does own a subscription to Soundzabound and you might find even more sounds here to use for your podcasts. This is royal-free music we can use in the classroom because we purchase the subscription.

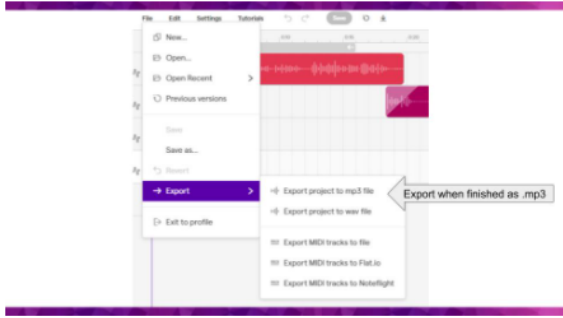
[bit.ly/SoundzaboundFCPS](http://bit.ly/SoundzaboundFCPS) to get your school login and password

#### Exporting File

When you have finished your podcast edits, you will want to share the podcast. Podcasts can be shared on a variety of platforms. (I have recommended a few below.) You will need to download these as an mp3 file to upload.

**To Export**

To export completed podcasts, click on File -> Export -> Export Project to .mp3 file




#### Uploading and Sharing

Remember we have to protect our students and protect their privacy. I do not recommend publishing this work unless you have parental consent. Most platforms will charge a fee to publish to the main podcast streaming services, like Apple Podcasts, and Google Podcasts. To keep it simple, I like to publish my student podcasts to one of four locations.

1. Google Drive- Share the link with the teacher
2. Google Classroom- Upload the file as an assignment for grading
3. Canvas- Similar to Google Classroom
4. YouTube- Publish as unlisted under their school YouTube account

This will only protect the students and protect the teacher when publishing podcasts.



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*Figure 131. Recording, Editing, and Grading- Save and Export*

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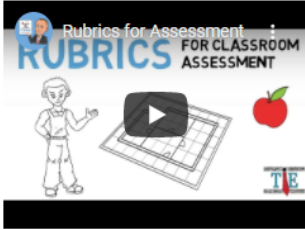
## FCPS Office of Instructional Technology

### Grading

Grading a podcast can be simple. Like any rubric, you want to consider the following questions:

1. What are you assessing? Why?
2. What are the learning objectives?
3. Will there be a reflection aspect?
4. Will this be best as a group or an individual grade?
5. Is this Holistic or Analytic?

Consider watching this video on rubrics




Online Rubric Makers

- [Rubric Maker](#) <sup>ez</sup>
- [RubiStar](#) <sup>ez</sup>

Sample Rubrics for Podcasts

- [STLP Podcast Competition](#) <sup>ez</sup>
- [Sample Rubric from Josh Rayburn](#) <sup>ez</sup>



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*Figure 132.* Recording, Editing, and Grading- Grading (See Appendix C for direct links)

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## FCPS Office of Instructional Technology

### Assignment

To be awarded PD credit, Participants will create a rubric to assess their students' podcast editing skills using Soundtrap to be shared with other participants.

- The rubric should include:
  - State of Kentucky standard being taught
  - Holistic or Analytic Grading options
  - Teacher expectations are included
  - Total points
  - A place for comments

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



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Figure 133. Recording, Editing, and Grading- Assignment

Participants work through the materials presented to help them plan for podcasting in their lessons (See Figures 127-133). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Podcasting Landing Page after completion (See Figure 112).

### Podcasting- Create, Publish, and Share

Background: This is a summative assessment for the unit. Participants should be familiar with the software and the expectations of what a podcast should sound like. This lesson plan (See Table 13) is just for creating and sharing their self-created podcast.

Table 13

Podcasting- Create, Publish, and Share Lesson Plan

## FCPS Office of Instructional Technology

### Professional Development Course Module/Lesson Planning

Course:	Module Title:
Podcasting	Podcasting- Create, Publish, and Share
Lesson Plan	
<b>Gaining attention:</b>  It's time to showcase your expertise! This course will cover how to export and publish a podcast. Participants will also create a podcast to submit. Participants will need to create a free Soundtrap account.	
Inform Students of the Objectives:	ISTE Standards for Educators:
Participants will create a podcast on a topic of their choice.	1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

---

**Recall Previous Learning:**

Reminders for Soundtrap  
Scriptwriting template

---

**Presenting New Information:**

Great topics for podcasting  
Exporting and Sharing  
Using podcast in the classroom

---

**Provide Learning Guidance:**

Instructional Video on Soundtrap  
Microphones to record, if needed

---

**Elicit Performance:**

If needed, assistance will be available from the instructor to students through email and virtual training sessions via Zoom.

---

**Provide Feedback:**

Participants will receive feedback after submission of their podcast episode

---

**Access Performance:**

Participants will create a podcast on a topic of their choice. Participants may wish to invite a co-host or a guest on their podcast. Participants will also need to submit show notes, a description, and a reflection of their podcast. Participants will need to edit their podcast in Soundtrap and submit their edited podcast in Canvas.

The edited podcast should include:

- Podcast title
- Host, Co-Host, and Guest Names
- Opening and Closing Jingle
- Discussion Points or Topics
- The podcast should be at least 5 minutes long but can be longer

---

**Enhance Retention and Transfer:**

Encourage participants to share their podcast with other educators  
Encourage participants to allow students the opportunity to create a podcast episode

---

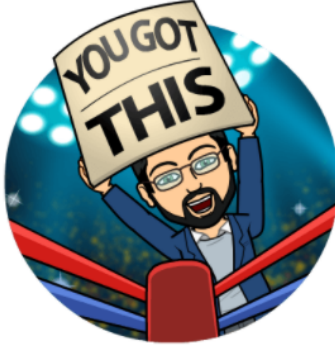
⋮	▼ Podcasting- Create, Publish, and Share	✓	+	⋮
⋮	Podcasting- Create, Publish, and Share	✓		⋮
⋮	Podcasting- Create, Publish, and Share- Podcast Submission 0 pts	✓		⋮
⋮	Podcasting Page	✓		⋮

*Figure 134.* Create, Publish, and Share- Module View

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## FCPS Office of Instructional Technology

### Podcasting- Create, Publish, and Share





Learning Outcomes:

Participants will create a podcast on a topic of their choice.

**ISTE Standard** <sup>1b</sup>:

1b. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

Let's Begin:



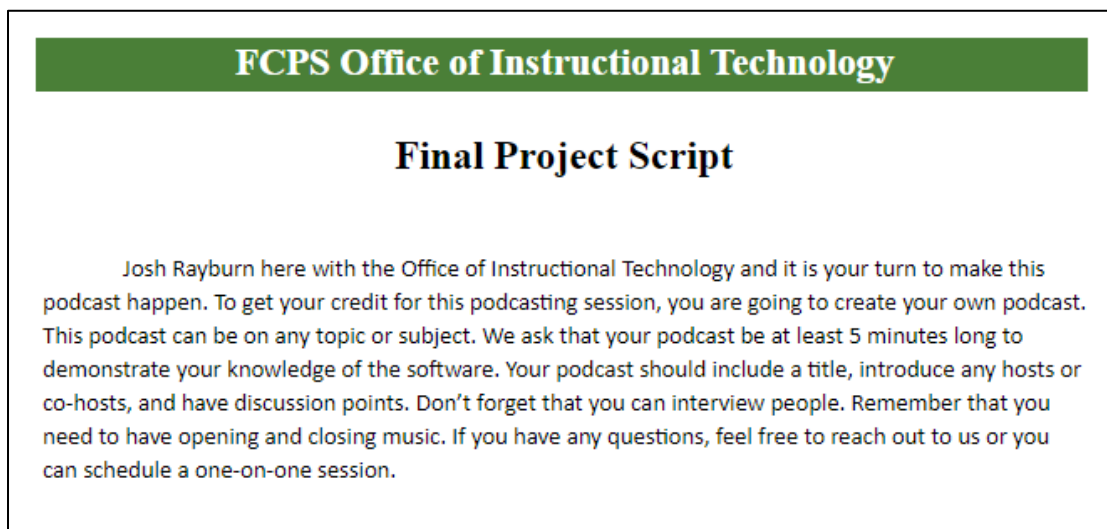
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*Figure 135.* Create, Publish, and Share- Learning Outcomes Page (See Appendix C for direct link)



The course is a summative assessment that pulls all of the modules together. The course design started first in module view (See Figure 134) with the benefits of next and previous buttons (See Figure 135). This module was designed so when a participant finishes the assignment and clicks next, they are sent back to the Podcasting Landing Page (See Figure 112). To further help with the design of the course, at the top of each page and assignment, participants can return to the main landing page for each module (See top of Figure 135).



**FCPS Office of Instructional Technology**

**Final Project Script**

Josh Rayburn here with the Office of Instructional Technology and it is your turn to make this podcast happen. To get your credit for this podcasting session, you are going to create your own podcast. This podcast can be on any topic or subject. We ask that your podcast be at least 5 minutes long to demonstrate your knowledge of the software. Your podcast should include a title, introduce any hosts or co-hosts, and have discussion points. Don't forget that you can interview people. Remember that you need to have opening and closing music. If you have any questions, feel free to reach out to us or you can schedule a one-on-one session.

*Figure 136.* Create, Publish, and Share- Final Project Script

To continue with the podcasting mindset of the podcasting unit, I made another podcast-style audio clip to explain the assignment (See play button in Figure 135). Since this is embedded in the module, I cannot post a link due to sharing

permissions within Canvas. Therefore, I am providing the script (See Figure 136) I followed.

For the assignment (See Figure 137), participants fill out a Google Doc that includes a place for the podcasting link, a description of the podcast, show notes, and a place for reflection. This was to give the participants a feel for what they would be asking their students to do.

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## FCPS Office of Instructional Technology


### Assignment

Participants will create a podcast on a topic of their choice. Participants may wish to invite a co-host or a guest on their podcast. Participants will also need to submit show notes, a description, and a reflection of their podcast. Participants will need to edit their podcast in Soundtrap and submit their edited podcast in Canvas.

The edited podcast should include:

- Podcast title
- Host, Co-Host, and Guest Names
- Opening and Closing Jingle
- Discussion Points or Topics
- The podcast should be at least 5 minutes long but can be longer

*Disclaimer: This assignment is optional. In order for you to receive PD credit, you must complete this assignment and complete the training outside of your contracted day. All submissions are time-stamped. If you took this training during your contracted day, this cannot count toward professional development credit. Please work with your PD chair to obtain actual PD credit.*



---

*You've created a Cloud Assignment external tool submission type from your Google account. Students will receive a copy of this document that they can modify for their assignment submissions.*

[Podcasting Submission Document](#)

Podcasting Submission Document

☆ ☁

Share

File Edit View Insert Format Tools Add-ons Help
Last edit...

FCPS Office of Instructional Technology

### Podcasting Submission

Please submit the following items to be awarded credit for this course.

Podcasting link:	
Podcast Description:	
Show Notes:	
Podcast Reflection:	

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Figure 137. Create, Publish, and Share- Assignment

Participants work through the materials presented to help them plan for podcasting in their lessons (See Figures 135-137). After the participant has finished this course, submitted their assignment, and received their pass/fail competition, they will receive a Certificate of Attendance (See Figure 11) through an email filled out with the participant's name and the title of the course. They can return to the Podcasting Landing Page after completion (See Figure 112).

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## Appendix A Recommendations for Course Development

To keep consistent with the overall course design, based on noted research, it is recommended to consider these when designing instruction and courses for online learning. This is not a comprehensive list but it is to guide others when they designed their courses for the overall course published to teachers. This one-page document was shared with team members in the Office of Instructional Technology for Fayette County Public Schools.

### Reference

Ross, J. D. (2011). *Online professional development: design, deliver, succeed!* Thousand Oaks, CA: Corwin.

## FCPS Office of Instructional Technology

### Professional Development Course

#### Recommendations for Course Development

- Design Interactive Lessons
  - Use the Lesson Plan template
- Engage students online, don't just present the content
  - Discussion Boards
  - Editable Google Slide to share thoughts
  - Students create videos and share
- Teach students from their perspectives
  - Not just a how-to video all of the time
  - Use examples related to their teaching situations
- Write a script. Scriptwriting helps prevent unnecessary words
  - Storyboards are great tools too to help organize thoughts

- Model good digital citizenship, do not use copyrighted material without referencing
- Budget time to create high-quality work
- Don't put all of the information in infographics
  - People do not always read them
- Audio and video is important
  - Use a microphone
  - Edit your videos
  - Use screen titles and call-out boxes in videos
  - Don't just use a video or image to use a video or image; it needs to have a purpose.
  - Use video to show action
  - Short videos are more effective
  - Think about lighting
- Text is very helpful
  - Support with research
  - Left-justify text
  - Use sentence-case capitalization
  - Dark font on a light background
  - Don't change color and font too much; this could be distracting

## Appendix B

## Lesson Plan Template

To follow Gagne’s model of instruction and sequencing, this lesson plan template was designed and implemented to develop the instruction for this capstone.

**FCPS Office of Instructional Technology****Professional Development Course****Module/Lesson Planning**

---

**Course:****Module Title:**

---

---

**Lesson Plan**

---

**Gaining attention:**

---

---

**Inform Students of the Objectives: ISTE Standards for Educators:**

---

---

**Recall Previous Learning:**

---

---

**Presenting New Information:**

---

---

**Provide Learning Guidance:**

---

---

**Elicit Performance:**

---

---

---

**Provide Feedback:**

---

**Assess Performance:**

---

**Enhance Retention and Transfer:**

---

## Appendix C

## Direct Links for Figures in Capstone Project

Figure 5- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 8- What are Modules?: <https://community.canvaslms.com/docs/DOC-10735-what-are-modules>

Figure 8- How to edit a Page?: <https://community.canvaslms.com/docs/DOC-26404-how-do-i-edit-a-page-in-a-course>

Figure 9- FCPS Help for Canvas:

<https://sites.google.com/fayette.kyschools.us/canvas>

Figure 13- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 16- YouTube Video Link: <https://youtu.be/91pwwk0Iwxk>

Figure 18- YouTube Video Link: <https://youtu.be/0qLoGkntYQU>

Figure 23- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 24- YouTube Video Link: Building a Page: <https://youtu.be/aiv4H-fNelU>

Figure 24- YouTube Video Link: Adding an Unlisted YouTube Video to Canvas:  
<https://youtu.be/vMRObSDzA-w>

Figure 25- YouTube Video Link: <https://youtu.be/4ZSoE-ZkmaqQ>

Figure 26- YouTube Video Link: <https://youtu.be/Ssl0RXn4GFc>

Figure 27- YouTube Video Link: <https://youtu.be/6kKeec3svxM>

Figure 28- YouTube Video Link: <https://youtu.be/ai0i4jMme2s>

Figure 28- What are Quizzes for instructors?

<https://community.canvaslms.com/docs/DOC-2889>

Figure 28- What are the different types of

Quizzes? <https://community.canvaslms.com/docs/DOC-2581>

Figure 28- What options are available for Quizzes?

<https://community.canvaslms.com/docs/DOC-2895>

Figure 28- What is New Quizzes? [https://community.canvaslms.com/t5/Canvas-](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-is-New-Quizzes/ta-p/17)

[Basics-Guide/What-is-New-Quizzes/ta-p/17](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-is-New-Quizzes/ta-p/17)

Figure 28- How do I create an assessment using New Quizzes?

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-an-assessment-using-New-Quizzes/ta-p/1173>

Figure 31- YouTube Video Link: <https://youtu.be/b2YoGqIpp7M>

Figure 31- What is Canvas Commons?

<https://community.canvaslms.com/t5/Commons/What-is-Canvas-Commons/ta-p/1788>

Figure 31- How to export material to the Commons?

<https://community.canvaslms.com/t5/Commons/How-do-I-share-a-course-to-Commons/ta-p/1793>

Figure 34- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 35- How do I add an announcement in a course?

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-an-announcement-in-a-course/ta-p/1194>



Figure 35- How do I use the Inbox as an instructor?

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Inbox-as-an-instructor/ta-p/628>

Figure 35- YouTube Video Link: <https://youtu.be/CEug54VUZtg>

Figure 35- How do I send a message to students from the Gradebook?

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-send-a-message-to-students-from-the-Gradebook/ta-p/741>

Figure 36- YouTube Video Link: <https://youtu.be/Ssl0RXn4GFc>

Figure 38- YouTube Video Link: <https://youtu.be/uBOSHi11LM4>

Figure 38- Canvas Guide for Families: <https://drive.google.com/file/d/1uKW2L-X9RPUr3rpeAGnvXVYNCDQsBPek/view?usp=sharing>

Figure 39- YouTube Video Link: Adding Events to a Class Calendar:

<https://youtu.be/j7zSV8ucKtw>

Figure 39- YouTube Video Link: Schedule Appointments with Students:

<https://youtu.be/doT2f0UyAAc>

Figure 39- How do I use the Calendar as an instructor?

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Calendar-as-an-instructor/ta-p/917>

Figure 39- How do I add a Scheduler appointment group in a course calendar?

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-Scheduler-appointment-group-in-a-course-calendar/ta-p/1021>

Figure 41- YouTube Video Link: SpeedGrader: <https://youtu.be/c31Z5zFxbds>

Figure 41- YouTube Video Link: Use Category Weights to Better Align Grades with

IC [https://youtu.be/kWadH3f5\\_Zs](https://youtu.be/kWadH3f5_Zs)

Figure 42- YouTube Video: Rubrics for Assessment: <https://youtu.be/b4shMaSel00>

Figure 42- Tips to Writing a Strong Rubric: <https://www.quickrubric.com/about/tips-to-writing-a-strong-rubric>

Figure 48- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 58- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 59- YouTube Video Link: <https://youtu.be/gF-v-GbAaYY>

Figure 66- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 67- Instructions and SSO Instructions: <https://drive.google.com/file/d/1R-y6A2B3VWXMaGh0x20ai5K37Yf0n8q8/view?usp=sharing>

Figure 67- YouTube Video Link: <https://youtu.be/1ipL7JbtZhQ>

Figure 69- YouTube Video Link: <https://youtu.be/r6FhJDkKvms>

Figure 69- iOS: [https://support.zoom.us/hc/en-us/articles/201362993-Getting-Started-with-iOS#h\\_441c5878-9e08-46db-9a13-4cdf6d23be11](https://support.zoom.us/hc/en-us/articles/201362993-Getting-Started-with-iOS#h_441c5878-9e08-46db-9a13-4cdf6d23be11)

Figure 69- Android: <https://support.zoom.us/hc/en-us/articles/200942759-Getting-Started-with-Android>

Figure 71- YouTube Video Link: <https://youtu.be/iHC0Gbj49Sg>

Figure 72- YouTube Video Link: [https://youtu.be/NL\\_3TfOtsk0](https://youtu.be/NL_3TfOtsk0)

Figure 74- Tips for Teachers- Keep Zoom Secure:

[https://drive.google.com/file/d/1zY\\_4gsdqSxO-k7l8bJWjDYp3ydnsCxWI/view?usp=sharing](https://drive.google.com/file/d/1zY_4gsdqSxO-k7l8bJWjDYp3ydnsCxWI/view?usp=sharing)

Figure 74- In Meeting Controls for Security:

[https://drive.google.com/file/d/1Mc3gPTRcF0XQs\\_iMs85D4dqQI5lwTwRR/view?usp=sharing](https://drive.google.com/file/d/1Mc3gPTRcF0XQs_iMs85D4dqQI5lwTwRR/view?usp=sharing)

Figure 75- YouTube Video Link: <https://youtu.be/erz4xtQHoVs>

Figure 76- YouTube Video Link: Recording to the Computer in Zoom:

<https://youtu.be/md6ZNXaspYM>

Figure 76- YouTube Video Link: How to Record a Zoom Meeting (Mac):

<https://youtu.be/lZHSAMd89JE>

Figure 77- YouTube Video Link: Recording to the Cloud in Zoom:

<https://youtu.be/Ds8JsUtFrCU>

Figure 77- YouTube Video Link: Downloading and Deleting from the Zoom Cloud:

<https://youtu.be/FHSxkidy17Q>

Figure 78- YouTube Video Link: [https://youtu.be/VoROdaU\\_LpQ](https://youtu.be/VoROdaU_LpQ)

Figure 78- Slides Presentation:

[https://docs.google.com/presentation/d/1Tjm25sJNTK6-KNCE57AzYhnrcg\\_UeK39obWmL9ER-IU/present?slide=id.p](https://docs.google.com/presentation/d/1Tjm25sJNTK6-KNCE57AzYhnrcg_UeK39obWmL9ER-IU/present?slide=id.p)

Figure 82- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 83- YouTube Video Link: <https://youtu.be/CWNjQB1LIEk>

Figure 83- The Learning Science Behind Pear Deck:

<https://www.peardeck.com/efficacy>

Figure 83- Pear Deck for Microsoft: <https://www.peardeck.com/microsoft>

Figure 85- YouTube Video Link: Pear Deck- Creating a Pear Deck:

<https://youtu.be/H5Fawh0bUaU>

Figure 85- Adding Audio to Slides: <https://help.peardeck.com/add-audio-recordings>

Figure 85- Pear Deck Demo from Video (This Slides):

[https://docs.google.com/presentation/d/1KgKX20lKBGBmM3K3\\_NU\\_Yx1HrCzv21lIrnoiLsylFpU/copy?usp=sharing](https://docs.google.com/presentation/d/1KgKX20lKBGBmM3K3_NU_Yx1HrCzv21lIrnoiLsylFpU/copy?usp=sharing)

Figure 85- YouTube Video Link: Pear Deck- Templates:

<https://youtu.be/rzi9CQKShNw>

Figure 85: Pear Deck Orchard: <https://www.peardeck.com/orchard>

Figure 86- YouTube Video Link: Pear Deck- Presentation Mode:

<https://youtu.be/x2Vktwgf5VI>

Figure 87- YouTube Video Link: How to lead a Student-Paced lesson or activity:

<https://youtu.be/TU0yX7cTbr0>

Figure 87- Student-Paced Lesson Guides: <https://help.peardeck.com/student-paced-lessons>

Figure 87- YouTube Video Link: Adding YouTube Videos to Pear

Decks: [https://www.youtube.com/watch?v=rouxYTE\\_g7s](https://www.youtube.com/watch?v=rouxYTE_g7s)

Figure 87- YouTube Video Link: Split Screens on a Chromebook:

<https://youtu.be/AW80Keh0gE8>

Figure 91- YouTube Video Link: Pear Deck in Canvas:

<https://youtu.be/ITjXDAE3aqc>

Figure 91: YouTube Video Link: Pear Deck in Canvas: Student View and Teacher

Dashboard: <https://youtu.be/x3V7ZoFvBQA>

Figure 91- Using Pear Deck in Canvas: <https://help.peardeck.com/canvas>

Figure 92- YouTube Video Link: <https://youtu.be/bbiB6NZVd1M>

Figure 93- Learn more about Flashcard Factory: <https://www.peardeck.com/pear-deck-vocabulary>

Figure 95- Screencast Recording:

<https://drive.google.com/file/d/1cwnqCxEWhzJLAvWo4f8dGf-8ivWP30L6/view?usp=sharing>

Figure 98- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 98- YouTube Video Link: <https://youtu.be/uuJ2lF9RkgE>

Figure 99- Direct Link to Install Screencastify:

<https://chrome.google.com/webstore/detail/screencastify-screen-vide/mmeijimgabbpbgpdklnlpncmdofkcpn>

Figure 99- YouTube Video Link: Video Instructions for Installing:

<https://youtu.be/KGIItbkBP8>

Figure 101- YouTube Video Link: [https://youtu.be/icmB0\\_BNqS0](https://youtu.be/icmB0_BNqS0)

Figure 104- YouTube Video Link: <https://youtu.be/L1GtiQhaxUU>

Figure 104- Editing Video in Screencastify: <https://learn.screencastify.com/hc/en-us/articles/360058422093-Edit-your-first-video>

Figure 106- YouTube Video Link: <https://youtu.be/JJzSCBnp1Mo>

Figure 114- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 116- Education Podcast Network:

<https://www.edupodcastnetwork.com/p/showsonepn.html>

Figure 116- Educational Duct Tape: [http://eductape.libsyn.com/manny-curiel-](http://eductape.libsyn.com/manny-curiel-wevideo-green-screens-producing-video-on-chromebooks-and-more)

[wevideo-green-screens-producing-video-on-chromebooks-and-more](http://eductape.libsyn.com/manny-curiel-wevideo-green-screens-producing-video-on-chromebooks-and-more)

Figure 116- Google Teacher Podcast: [http://googleteachertribe.libsyn.com/powerful-](http://googleteachertribe.libsyn.com/powerful-learning-with-iste-standards-gtp107)

[learning-with-iste-standards-gtp107](http://googleteachertribe.libsyn.com/powerful-learning-with-iste-standards-gtp107)

Figure 116- Podcast PD: [https://podcastpd.com/podcast/why-podcast-gabriel-carrillo-](https://podcastpd.com/podcast/why-podcast-gabriel-carrillo-ppd064)

[ppd064](https://podcastpd.com/podcast/why-podcast-gabriel-carrillo-ppd064)

Figure 116- Teaching, Learning, Leading, K-12:

[http://teachinglearningleadingk12.podbean.com/e/episode-48-dr-mark-wilson-](http://teachinglearningleadingk12.podbean.com/e/episode-48-dr-mark-wilson-iprincipal/)

[iprincipal/](http://teachinglearningleadingk12.podbean.com/e/episode-48-dr-mark-wilson-iprincipal/)

Figure 116- Better Leaders Better Schools:

[https://podcasts.apple.com/us/podcast/how-to-lead-gen-z-to-workplace-](https://podcasts.apple.com/us/podcast/how-to-lead-gen-z-to-workplace-success/id1036167679?i=1000465364640)

[success/id1036167679?i=1000465364640](https://podcasts.apple.com/us/podcast/how-to-lead-gen-z-to-workplace-success/id1036167679?i=1000465364640)

Figure 116- The House of #EdTech Podcast: [https://chrisnesi.com/how-can-edtech-](https://chrisnesi.com/how-can-edtech-boost-creativity-hoet150)

[boost-creativity-hoet150](https://chrisnesi.com/how-can-edtech-boost-creativity-hoet150)

Figure 119- Photo by Jonathan Farber: [https://unsplash.com/photos/Zxdf\\_tN9eC8](https://unsplash.com/photos/Zxdf_tN9eC8)

Figure 119- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 120- Audio-Technica AT2005USB: [https://www.musiciansfriend.com/pro-](https://www.musiciansfriend.com/pro-audio/audio-technica-at2005usb-cardioid-dynamic-handheld-usb-xlr-microphone?pdpSearchTerm=audio-technica%20usb%20microphones&tNtt=audio-)

[audio/audio-technica-at2005usb-cardioid-dynamic-handheld-usb-xlr-](https://www.musiciansfriend.com/pro-audio/audio-technica-at2005usb-cardioid-dynamic-handheld-usb-xlr-microphone?pdpSearchTerm=audio-technica%20usb%20microphones&tNtt=audio-)

[microphone?pdpSearchTerm=audio-](https://www.musiciansfriend.com/pro-audio/audio-technica-at2005usb-cardioid-dynamic-handheld-usb-xlr-microphone?pdpSearchTerm=audio-technica%20usb%20microphones&tNtt=audio-)

[technica%20usb%20microphones&tNtt=audio-](https://www.musiciansfriend.com/pro-audio/audio-technica-at2005usb-cardioid-dynamic-handheld-usb-xlr-microphone?pdpSearchTerm=audio-technica%20usb%20microphones&tNtt=audio-)

[technica%20usb&tAt=item&tAv=Audio-Technica%20AT2005USB%20Cardioid%20Dynamic%20Handheld%20USB/XLR%20Microphone](#)

Figure 120- Soundtrap: <http://www.soundtrap.com/>

Figure 122- Article: <https://live365.com/blog/how-to-write-a-podcast-script/>

Figure 127- ISTE Standards: <https://www.iste.org/standards/for-educators>

Figure 128- Audio Links:

<https://drive.google.com/drive/folders/1GC1HS07bbCIfxYF5qNnAQP6lIxaJXof8?usp=sharing>

Figure 128- Soundtrap: <http://www.soundtrap.com/>

Figure 129- Audio used for Practicing:

<https://drive.google.com/open?id=1GC1HS07bbCIfxYF5qNnAQP6lIxaJXof8>

Figure 129- Podcasting Script:

[https://docs.google.com/document/d/17CisDZjOEEU6TjU16jrbj-xvxDRXn\\_q7pctRRBgfrIg/edit](https://docs.google.com/document/d/17CisDZjOEEU6TjU16jrbj-xvxDRXn_q7pctRRBgfrIg/edit)

Figure 129- YouTube Video Link: Using Soundtrap to Edit:

<https://youtu.be/S2L9OhIk9j0>

Figure 132- YouTube Video Link: Rubrics for Assessment:

<https://youtu.be/b4shMaSe100>

Figure 132- Rubric Maker: <http://rubric-maker.com/>

Figure 132- RuiStar: <http://rubistar.4teachers.org/index.php>

Figure 132- STLP Podcasting Competition: <https://stlp.education.ky.gov/wp-content/uploads/2018/01/STLP-UL-Podcast-Service-Rubric.pdf>

Figure 132- Sample Rubric from Josh Rayburn:

<https://docs.google.com/document/d/1DCC8eYahN01UfrIP6JKmugRNidles3DFQT2LIVlx8Qw/edit?usp=sharing>

Figure 135- ISTE Standards: <https://www.iste.org/standards/for-educators>



## VITA

JOSHUA P. RAYBURN

EDUCATION

May, 2011	Bachelor of Music Education Eastern Kentucky University Richmond, Kentucky
August, 2012	Master of Music Eastern Kentucky University Richmond, Kentucky
December, 2015	Educational Specialist Eastern Kentucky University Richmond, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

January 2019- Present	District STEM Learning Coach Fayette County Public Schools Lexington, Kentucky
August 2017- December 2018	Technology Resource Teacher/Orchestra Director Frederick Douglass High School Lexington, Kentucky
August 2012- May 2017	Orchestra Director Lexington Traditional Magnet School Lexington, Kentucky
August 2011- May 2012	Assistant Orchestra Director Paul L. Dunbar High School/ Beaumont Middle Lexington, Kentucky

HONORS

June 2020	International Society for Technology in Education Arts and Technology Network Creativity Award
February 2016	Outstanding Service Award Kentucky Chapter of the American String Teachers Association Louisville, Kentucky

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