Drive It Home: Increasing Interactivity in Instruction With Google Drive

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First, a bit about you...

1. How much experience do you have using Google Drive?
2. What types of teaching do you do in your work?
3. How often do you use paper handouts/worksheets in your teaching?
Now, a bit about us...

- Google Apps for Education campus
- Busy instruction program, mostly one-shot workshops
  - 609 instruction sessions last year
- Standard learning outcomes for information literacy assessment
  - Lots of paper handouts and worksheets

Image adapted from stacks of paper by Chris Bentley on flickr.com [CC BY-NC-ND 2.0]
How we use Drive in Instruction

- In advance of a class session
- At the beginning of a session
- During a session
- As an assessment tool at the end of a session
In advance of a session

Example: Communication Studies 105

- Serves as a pre-assessment
- Increases student familiarity with assignment
At the beginning of a session: Measuring prior experience

Example: **English 344**

Which of the following have you done before?
Select all that apply

- [ ] Written a research paper
- [ ] Used secondary sources in literature
- [ ] Cited a book in MLA
- [ ] Searched the UNCG library catalog
- [ ] Found a book in the Jackson Library Stacks
- [ ] Searched magazines or newspapers from the Romantic period
- [ ] Had a research workshop with Jenny for an upper-level English class
- [ ] Used Interlibrary Loan

Do you have any questions about research/the library/citations/whatever?

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<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written a research paper</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Used secondary sources in literature</td>
<td>15</td>
<td>93.8%</td>
</tr>
<tr>
<td>Cited a book in MLA</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Searched the UNCG library catalog</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Found a book in the Jackson Library Stacks</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Searched magazines or newspapers from the Romantic period</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Had a research workshop with Jenny for an upper-level English class</td>
<td>5</td>
<td>31.3%</td>
</tr>
<tr>
<td>Used Interlibrary Loan</td>
<td>3</td>
<td>18.8%</td>
</tr>
</tbody>
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At the beginning of a session: Quick assessment

Example: English 101 ABC test

- Assesses a topic covered in assigned reading
- Allows for a quick review of web evaluation
- Opens up a conversation about authority and bias
- Allows for collection of data from many sessions in a centralized location
Website evaluation

Which of the following websites passes the ABC test you read about in RACW?


Who is your ENG 101 instructor?

[ ]

Submit

Never submit passwords through Google Forms.
At the beginning of a session: Topic submission

Example: **English 101**

- Gets students thinking about their research
- Provides a list of topics for librarian demonstration
During a session: Quick concept check

Example: **English 208**

- Following a class discussion, this quick check of student understanding allows for more nuance than a multiple-choice quiz.
During a session: Google Docs for collaboration

Example: English 101

- Encourages student engagement and collaboration
- Documents the research process
- Gives students a chance to explore Docs and experiment with its functions
During a session: Google Forms worksheets

Example: Freshman Seminar 131

- Students complete the worksheet in sections
- Each section follows a short instructional module

Finding books!
Use the library catalog to find a relevant book that is AVAILABLE in JACKSON LIBRARY. Then fill in the information below.

- Book title
- Book author(s)
- Permalink
- Call number
During a session: Google Forms worksheets

Example: English 104

- Students complete the worksheet following a short introduction to research strategies and relevant database demos.
At the end of a session: Student Learning Assessment

Example: Communication Studies 105

- Fixed-choice questions allow for quick and easy completion at the end of a session
- Data can be collected and compared over long periods of time
- Google forms embed easily in LibGuides
At the end of a session: Assessment + one-minute paper

Example: **English 101**

- Mix of fixed-choice and open-ended questions
- Assesses student learning as well as student experience
Instead of a session: Google Forms for online classes

Example: English 101 online

- Easily pairs with a LibGuide for asynchronous classes
- Google Forms allow inclusion of html links so that students can seamlessly access accompanying materials (websites, LibGuides, screencasts, etc.)
- Collecting student contact information allows the librarian to provide direct feedback
Why Drive works for us

- Pedagogy + Assessment
- Long-term data storage
- Promotes technology literacy
- Saves the trees

Credit: The Three Trees by Dennis Collette on flickr.com [CC BY-NC-ND 2.0]
Think/Pair/Share

- What’s one way you could use Drive in your own teaching?

http://tinyurl.com/nclagoogledrive
Contact us!

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