



Google Workshop Evaluation

by Holli Bice

In September 2014, The Schenck School became a Google Apps for Education school. To support the addition of these new technology tools to the school's collection, two workshops were offered for faculty and staff in early April 2015. The first workshop focused on using Google Docs while the second workshop delved into Google Sheets. Both workshops emphasized the collaborative nature of these tools, provided attendees with ideas for how to use the tools, and engaged them in creating a document or sheet during the session as a takeaway. Feedback from both workshops was requested through an online survey embedded in the workshop website. Both surveys contained five questions: three multiple-choice and two short answer format.

Attendance for the Google Docs workshop was high, with 26 members of the school faculty and staff participating. Of those attendees, 12 completed the workshop evaluation. Results revealed positive feedback from workshop attendees. The majority of respondents expressed they were "somewhat comfortable" using Google Docs to collaborate with peers (58.3%) and with students for word processing tasks (58.3%) or collaborative work (41.7%). Two of the respondents were "very

uncomfortable" using Google Docs with students for word processing tasks or collaborative work (16.7%). In the short answer responses, four teachers stated they needed to practice with Docs more on their own; however, one teacher stated he or she would like additional guided practice with it. When asked how they might use Google Docs with their students or peers, six of the respondents provided suggestions, such as "[for] project management and communication," "[during] tutoring to teach students how to edit," "peer editing using the comment feature," and "[for] meeting notes."

Sixteen members of the faculty and staff attended the second workshop on Google Sheets. Of those attendees, 10 completed the workshop evaluation. Results from this session also revealed positive feelings toward using Google Sheets to collaborate with colleagues or create spreadsheets. Five respondents stated they felt "very comfortable" using Google Sheets to collaborate with colleagues (55.6%) while four respondents felt "very comfortable" using Google Sheets to create spreadsheets (44.4%). However, respondents were not as comfortable using Google Sheets with students. Four respondents stated they were "somewhat uncomfortable" using Sheets with students (44.4%). Responses to the short answer questions revealed participants would like to spend more time practicing using Sheets to increase their comfort level. Participants identified several ways they could use Sheets to increase their

productivity or with students, including “making graphs in math and science, organizing placement tests, class grades,” “collecting data on standardized tests,” “sharing beginning of the year test results to quickly group students into phonics class,” and “with students use the graphing function and see how the chart changes when the data is updated.”

Informal feedback was also collected during the workshop through participant questions and comments. Several teachers expressed a desire to have more training of this kind at the end of the workshop. Therefore, to follow-up and support the school's decision to become a GAFE school, more training needs to be offered in all of the Google Apps. The Professional Development Plan is currently being created, and the results of these evaluations and comments from teachers will be shared with the committee responsible for creating the plan. In addition, feedback received from participants during the workshop showed varying skill levels, so offering classes at different levels should be considered to provide more benefit for faculty and staff. Finally, to support the continued use of these apps, the instructor of the workshops has made herself available for answering questions and offering one-on-one support if needed.