

**AGTA Conference, 2017  
Melbourne, Victoria**

**Using Google Apps in the Geography Classroom  
Presenter: Joanne Wegener**



# About Me



Slide 2: Projector and Student View

Students will see this on the projector

# Technology in the Australian Curriculum context

## ~ What is the purpose of using ICT in our classrooms? ~

ENHANCEMENT

TRANSFORMATION

Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

### 7-10 Geography

In the Australian Curriculum: Geography, students develop ICT capability when they locate, select, evaluate, communicate and share geographical information using digital technologies and learn to use spatial technologies.

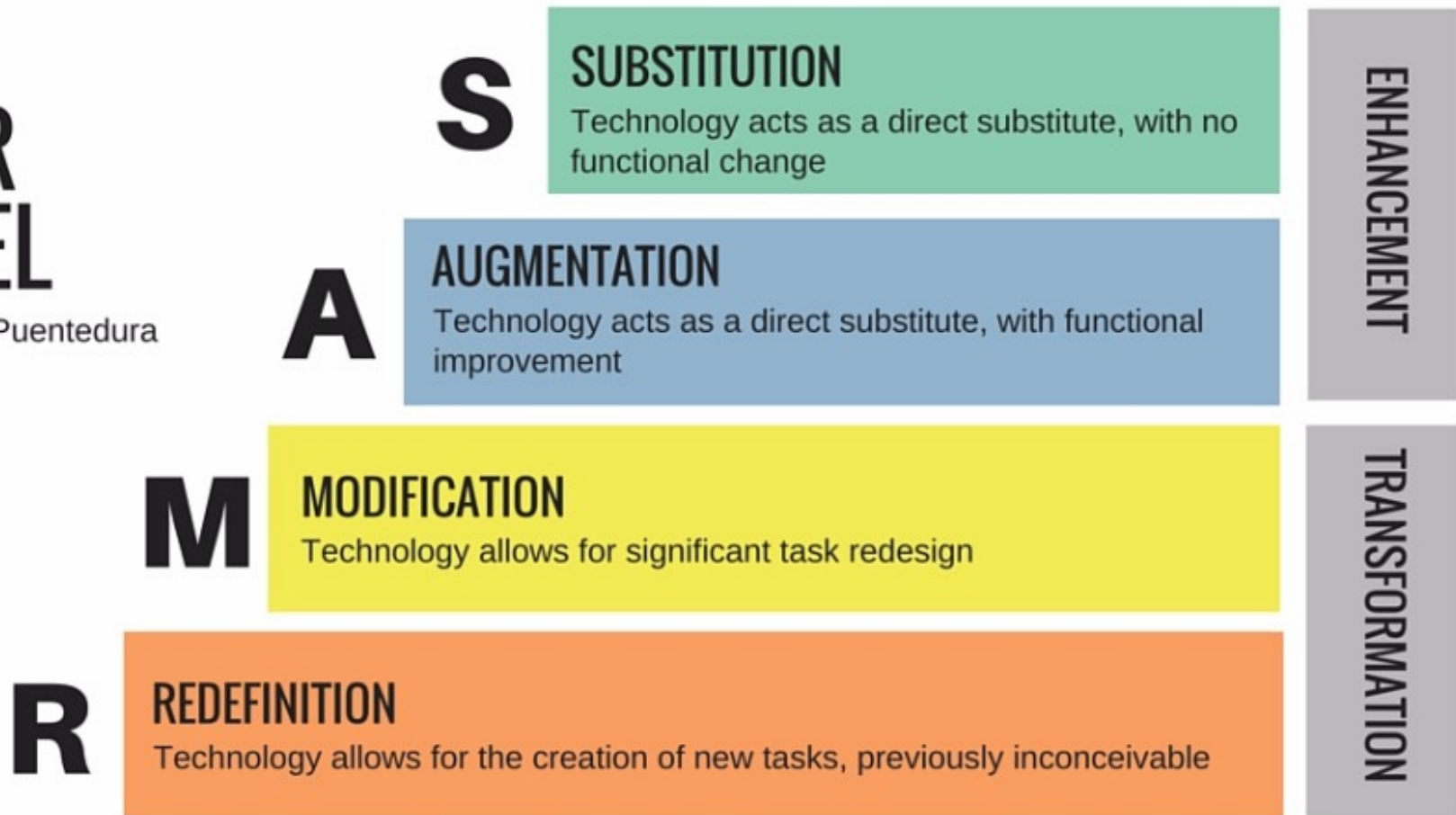
They enhance their ICT capability by exploring the effects of technologies on places, on the location of economic activities and on people's lives. They understand the geographical changes produced by the increasing use of technology.



The SAMR Model:  
Are you familiar with this model?

# THE SAMR MODEL

Dr. Ruben R. Puentedura



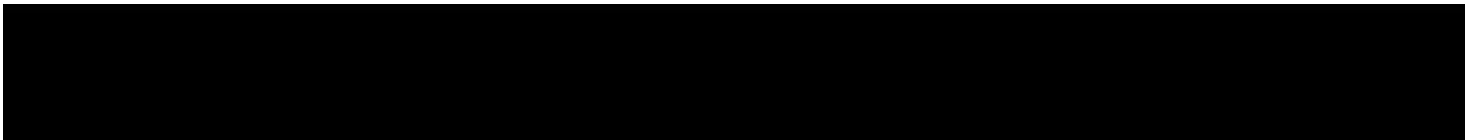
**The SAMR Model:  
Are you familiar with this model?**

Yes

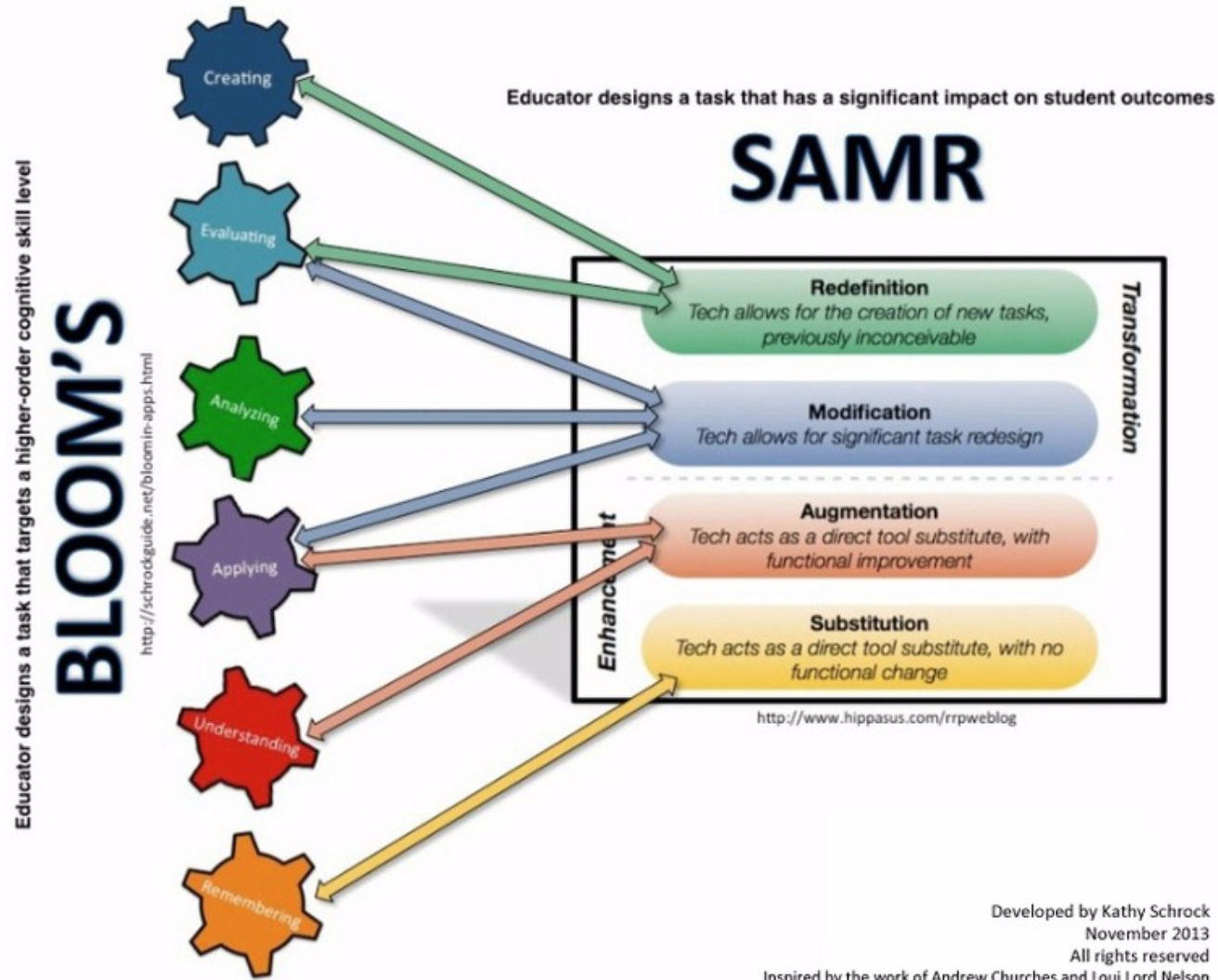
No

Heard of it





# The SAMR Model and Blooms Taxonomy

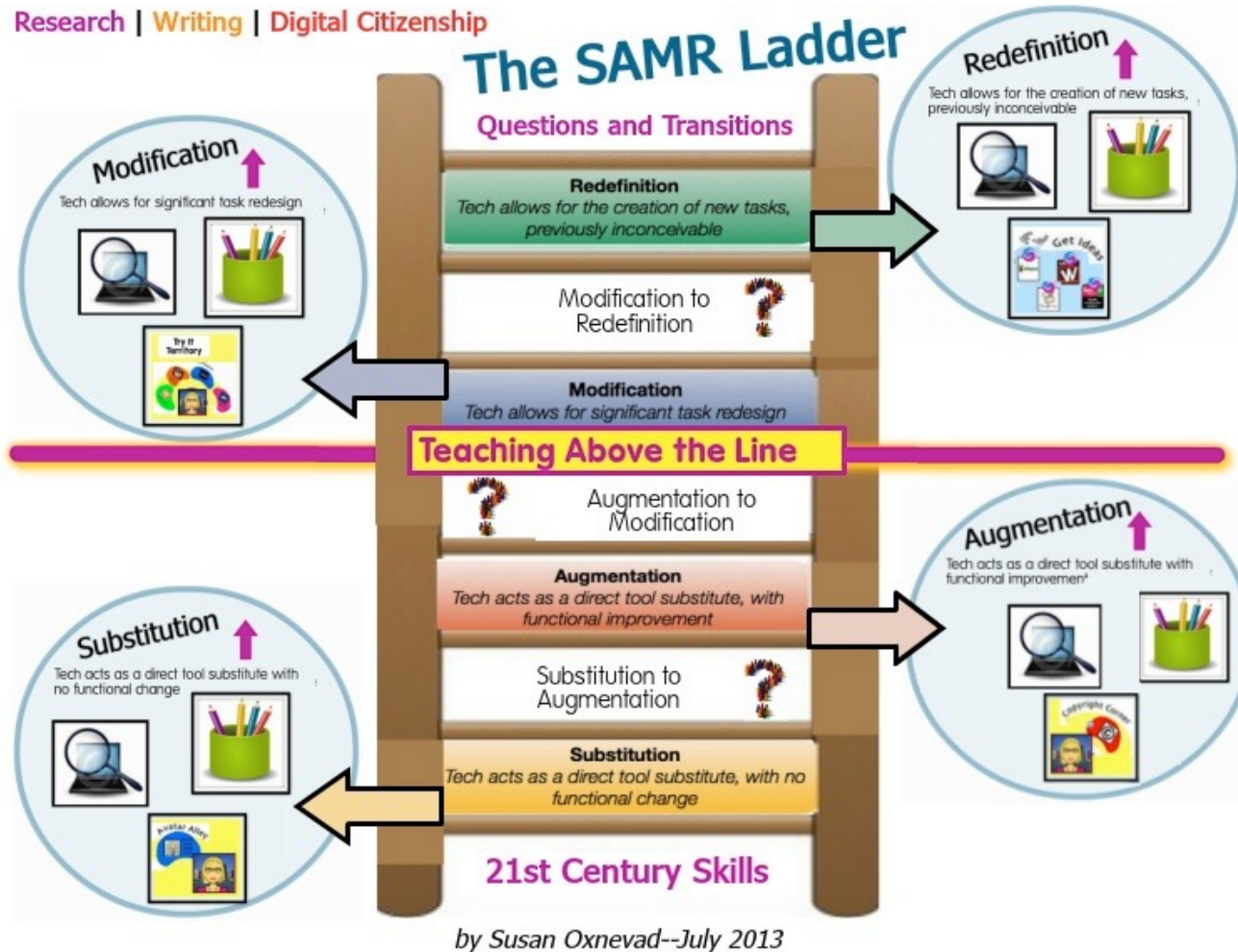


**Where are you working (red compass), and where would you like to be working (green face) on the SAMR ladder?**





Where are you working (red compass), and where would you like to be working (green face) on the SAMR ladder?



**What's stopping you from reaching that level?**

abc

## Google Apps I Use with my Students

- Docs, Sheets, Slides, Forms, Sites
- My Maps, Google Earth, StreetView
- Google related apps: Pear Deck, Piktochart, MindMeister, Lucidchart
- Useful add-ons: Shorten Me; Cite This For Me; OneTab;





## Are you currently using Google Apps with your students?

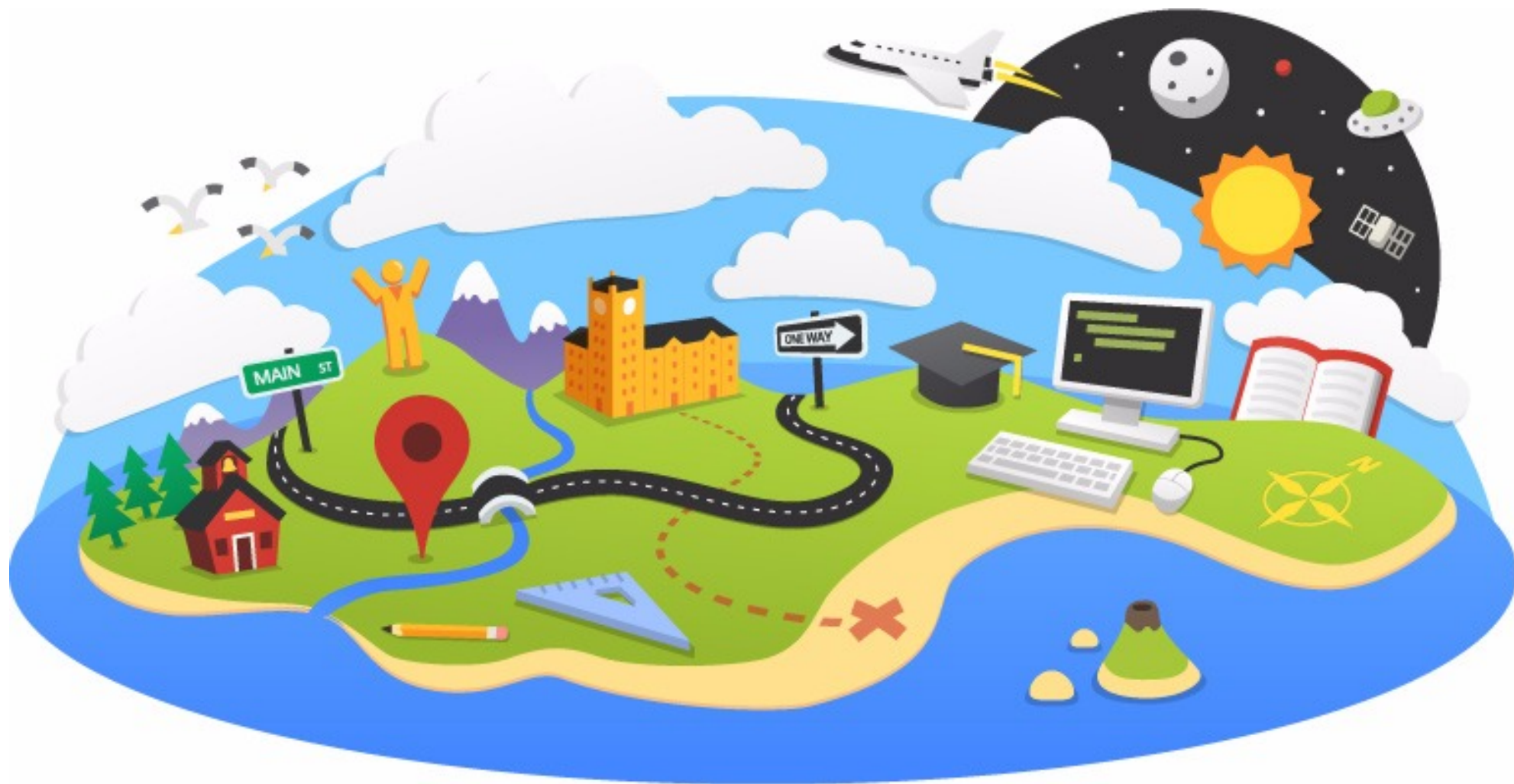
- Yes - I use lots of apps all of the time
- Yes - I use the main ones occasionally
- Sometimes - mainly Google maps
- No - I don't really know how to use Google apps
- No - I'm not interested in using Google apps



**What Google or web-based tools do you regularly use in your classroom?**

abc

## Why should students use Google Maps?



## Some examples from my classroom

Google in Education

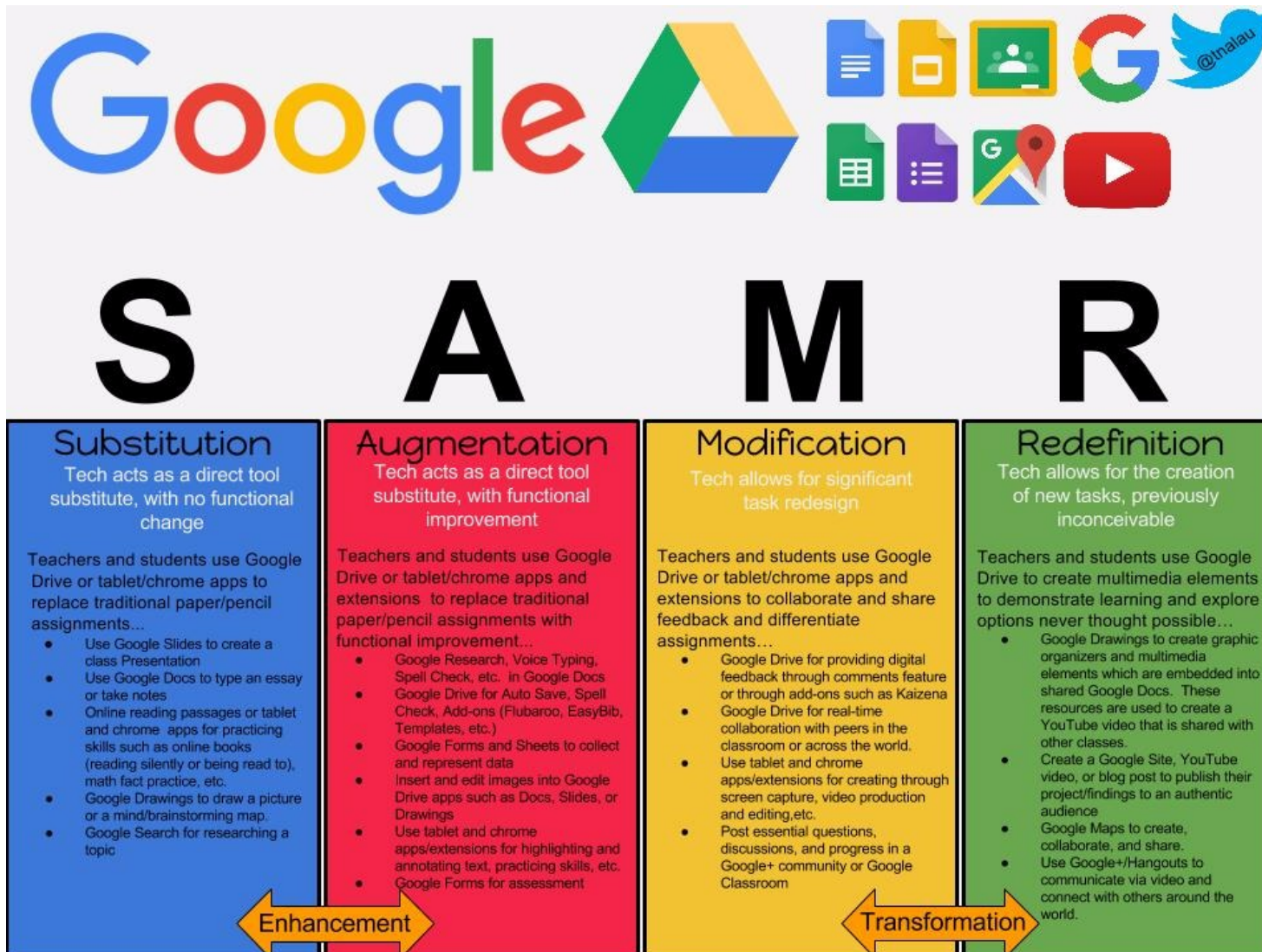


A New and Open World for Learning





# The SAMR Model "Google-ified"



**Example 1:**  
**Year 9 Geography - Seed growing experiment**  
**(<https://goo.gl/pZDoD9>)**

- **SUBSTITUTION** (replace): Provide task as a Google Doc to each student (using Google Classroom or Hapara); Record results in Google Form (<https://goo.gl/fM8MFe>)
- **AUGMENTATION** (replace & improve): Use Google Sheets to create graphs (<https://goo.gl/0Bhnys>)
- **MODIFICATION** (collaboration & sharing): All students contributed to Form, thus increasing sample size; students share data to interpret information



**Example 2:**  
**Year 10 Geography - Human Well-being Task**  
**(<https://goo.gl/VGSZXI>)**

- **SUBSTITUTION** (replace): Provide task as a webpage in Google Sites
- **MODIFICATION** (collaboration & sharing): All students contribute to Google Sheet to create a large data sample
- **AUGMENTATION** (replace & improve): Use Google Sheets to create graphs  
(<https://goo.gl/K9a4Uu>)
- **REDEFINITION** (create & explore): Use Google Sheets to create a choropleth map; Import data into Google Maps to create interactive map (<https://goo.gl/MUQtgB>)



**Example 3:**  
**Year 10 Geography - Coastal Field trip "Report"**  
**(<https://goo.gl/GoeagD>)**

- MODIFICATION (collaboration & sharing): Students work in a group to create their Google Map
- REDEFINITION (create & explore): Students use features of Google Maps to create an interactive map
- Other example of interactive maps: 9 Geog: Where is the Music? (<https://goo.gl/uAtGM5>); 12 Geog: River Catchment investigation (<https://goo.gl/JsL2oG>)



**Example 4:**  
**Tying it all together with Google Sites to manage Geography classroom**  
**(Eg. <https://bit.do/11Geog>)**

- **SUBSTITUTION** (replace): Website becomes a "textbook"
- **AUGMENTATION** (replace & improve): Website allows students to access links to other information easily (less time is wasted "looking" for the information)
- **MODIFICATION** (collaboration & sharing): Website allows opportunities for students to comment on discussion board; teacher is able to share information quickly & easily
- **REDEFINITION** (create & explore): Website creates a "blended learning" / "flipped classroom" environment; students are able to access more information
- \*\*\* How does the website allow students to work at the higher end of Blooms?



## Conference Mini-Task (Using the principles of SAMR)

- Let's create our own SAMR task
- **SUBSTITUTION:** Use Google Forms to collect data
- **AUGMENTATION:** Explore the data in Google Forms
- **MODIFICATION:** Collaborating and sharing the data created / collected
- **REDEFINITION:** Create a Google Map and explore the data - what does the data tell us?



## Using PearDeck

This presentation was an example of the MODIFICATION stage of SAMR.

Instead of creating a standard powerpoint, I MODIFIED the presentation by using PearDeck. It allowed me to receive input from you, allowing you to COLLABORATE and SHARE your knowledge, and thus ENHANCE all of our understanding.



**What is your "take-away" from this workshop?**

abc



What would you like to "feed-forward" to the presenter?

abc

**Thank you for your participation today**

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Twitter: [@JoanneWegener](https://twitter.com/JoanneWegener)

