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Libr 254

Instruction Session

**Lesson Plan**

**Title:** Google Docs: Share and Access Settings

**Intended Audience:** Google Novice at a Public Library

**Time Needed:** 20 mins

**Learning Environment:** Online via Elluminate / Collaborate web conferencing

**Materials:**

* Powerpoint Slides
* Collaborate web conferencing White Board tools
* Handouts with step by step instructions available via Canvas

**Preparation:**

**Purpose:** Teach users how to navigate and change Google Doc’s share and access settings.

**Objectives:**

At the end of this session students will be able to:

* + Recognize the steps needed to share documents
	+ Identify the three visibility/link sharing modes
	+ Identify access settings

**Lesson Content**

 **Intro/Attention Graber:**

*(Slide 1,2)*

Are you Familiar with Google Docs?

* Brief description of Google Docs
* Introduce audience to other sessions

*(Slide 3)*

* Explain importance of understanding how to use share and access settings.
* Explain purpose of session.

 “For this session, I want to demonstrate how to navigate through Google Doc’s share and access settings and identify situations that you would want to implement them in.”

**Objectives:**

*(Slide 4)*

* Read Objectives

**Presenting Content:**

*(Slide 5)*

Three ways to share Google docs

* Email
* Link access
* Combination of Both!

 *(Slide 6)*

Where to Start?

* Look for blue “Share” Butten
* By default your documents are set to “private”
* In private, documents are only viewed and edited by you unless you grant access.

*(Slide 7,8)*

Link Access

* Explain Link Access
* One way to share is to post a link to your document.
* “Get Sharable link” option
* A link will be generated for your page
* Share link

“Get Sharable link” option

A link will be generated for your page

Share link

 *(Slide 9)*

Email

* Explain email invitation option
* Any email address can receive an invitation to view BUT need Google account to edit documents
* Demo/Explain Actions
* Benefits of email invitation vs. link sharing

*(Slide 10)*

* Explain that both options can be used simultaneously

**Check for Understanding:**

Ask Question:

* Can I get a Smiley face if you understand so far?

**Presenting Content:**

*(Slide 11)*

Visibility and Link Sharing Modes

* A setting that allows the owner to set/change the visibility of documents.
* Link sharing determines visibility!
* There are three visibility modes
* Private (invitation only)
* Anyone with link (anyone with the link can access)
* Public on the web (anyone can search and access your document on the web)
* Private:
* By default your documents are set to “private”.
* In private, documents are only viewed and edited by you unless you grant access.

* This means that the link to your document is “private” , unless changed by you.
* Anyone with link:
* Anyone with the link can access your document with the link provided.
* Any one with the link can view only, comment only, or edit.
* Useful if you want to share with users without requiring them to sign into a Google account.
* Public on the Web:
* Allows anyone access to the file or folder on the internet through search results
* This is ideal for documents you want people to find on the web.

*(slide 12)*

How to access visibility / link sharing

* Two ways to access:
* Explain link sharing and how to access it

 1. To change visibility you want to turn on/off link sharing.

 2. You can turn it on by clicking the Get share link button in the right corner,

 3. Turn it on

 4. Selecting from the drop down menu select other

 5. Make selection

 6. You can turn it off by clicking the drop down menu and selecting off (this makes it private)

*(slide 13, 14)*

Advance

* Explain how to access advance

 1. Look for “who has access”

 2. Click change!

**Check for Understanding**

*(Slide 15)*

 *(Ask for pointers to be ready)*

Questions to ask:

1. Amy want’s to make her document available on the web for others to search and find.
2. John wants to collaborate on a project, but only wants a select few to access from their G-mail accounts.
3. Jessica wants to share her work with classmates, but also wants to share her work with classmates who don’t have a Gmail account.

*(Slide 16)*

* Explain what access settings allow you to do
* Access settings allow you to control who can edit, comment or view your documents.

*(Slide 17)*

Global settings

* Control the way everyone accesses your document.
* You control this through the link sharing settings
* Anyone with the link to your document will have the same type of access granted.
* You can decide what type of access you want to grant when a link is given.
* You can choose from view edit or comment

*(Slide 18)*

* Demo and explain actions

(slide 19)

Individual access settings

* Control the way single users access your documents.
* You can grant and control access though their email accounts.
* When you send invitation you can set this up.
* You can also come back and edit their access.

*(Slide 20, 21)*

* Demo and explain actions

*(Slide 22)*

Advance menu

* Access to everyone who can view and edit your document.
* You can control visibility while controlling global and individual access.

*(Slide 23,24)*

* Demo and explain actions

**Check for Understanding:**

*(Slide 25)*

*(Ask for pointers to be ready)*

Questions to ask:

1. Mary has a group paper she is working on in a google doc, she would like her peers to make edits. Which access settings?
2. Susan wants to make her paper available online for others to read, she doesn’t want them to make changes, but she would like to hear feedback.
3. Adam wants to share his final project online, but does not want to hear feedback or allow edits.

**Closure:**

*(Slide 26)*

Recap

To share Documents you can:

* Email invitations
* Share links
* or make them available to the public

*(Slide 27)*

There are three Visibility modes

* Private (invitation only)
* Anyone with link (anyone with the link can access)
* Public on the web (anyone can search and acces your document on the web)

*(Slide 28)*

Each visibility mode comes with Access settings

* View only
* Comment only
* and Edit

(*Slide 29)*

Each Visibility mode allows you to set global and Individual access settings

* View only
* Comment only
* and Edit

(*Slide 30)*

Review Objectives

*(Slide 31)*

Close and final comments!

**Methodology**

 This session is part of a series about the many tools and features in Google Doc’s. My session focuses on the share and access settings, and how to use them.

For this session, I want to demonstrate how to navigate through Google Doc’s share and access settings. I also want to identify situations where my audience would want to implement these settings. It is important to understand how these settings work, so that you can share your documents as intended. In a day in age where we produce a lot of content online, it is important to know how to control access to our content. With any online website and tool, privacy issues can arise, when access and privacy settings are not understood or used properly. Although I will be teaching procedures, I also tried to teach conceptually as well. As long as my audience understands the big picture on what the settings do, following me along is not as important. Understanding what the settings do is the most important take away from my lesson.

 Google Doc’s has many features and tools that cannot be covered in a single 20 minutes. I wanted to cover a lot of information but there was too much content to cover. To construct my lesson I wanted to break down the content into manageable sections that focused on different areas of the share and access settings. It is useful to break the information down to help avoid “cognitive overload”. Tempelman-Kluit and Nadaleen ( 2006), explain that cognitive overload theory states that it is important to condense information because we have a limited capacity to absorb information (364-365). Segmentation helps support long term memory and helps students process the information better because there is time allotted between each section for students to reflect or engage in an activity (Tempelman-Kluit and Nadaleen , 2006 p. 365 &368)

 Although not everything is covered in each section, I wanted to do a brief overview of some of the features. Using a Cognitive overload theory approach , I want to take out unnecessary information that would “minimize working memory load (Tempelman-Kluit and Nadaleen, 2006 p.365.)” For each section, I covered the features that I felt would be the most important to know. I explained there usage and the steps needed to access and use them. After each section, I implemented some way to “check for understanding.” Booth (2011) suggests using question techniques to help “assess the impact (96-98).” I will ask my students to display a smily icon if they understand the concepts. I will also ask questions related to the content and ask students to point out the answers to gain insight on how my audience is responding to my content. These serve as a formative assessment after each significant section. It is important to check throughout my session because I want my audience to understand the big concepts before I move on to the next section (Simmons, 2014). Since my session is broken down into sections, I will use transitional language so my audience understands when a section begins and ends. When you are presenting users a lot of information it is important to use transitional words to help guide them along. Breaking the content into manageable sections allows my audience to process the information to avoid feeling overwhelmed.

 Another strategy used to help with retention is to provide objectives and to use repetition. Objectives provide the audience with an outline of goals and expectations of what the session will cover. According to Chodock, T., Dolinger, E., & O'Connor, L. (2009), goals lead to increase engagement and motivation (30). The audience will be able to pick out the information that is essential if they know what to look for to accomplish the goals for the session. I provide objectives in the beginning of the session, but it is also important to provide them at the end. I provide them at the end because it helps the audience reflect on the goals and content of the session. It also helps with retention the more times the audience can reflect on the content in some way. Since repetition can help with retention, throughout the session, I will build on the smaller concepts learned, and briefly review the pervious steps and concepts to help build up to the bigger concepts.

The use of repetition is useful if it helps my audience reflect on the concepts and procedures.

 As mentioned briefly, I ask my audience a series of questions and ask them to point out the answers in a brief exercise that serve as a formative assessment. It also serves as a way to engage my audience with the content presented. Using the web-conferencing tools available through collaborate gives me the opportunity to include my audience into my session. It is important to incorporate an activity to create an active learning environment. Active learning encourages participation and engagement with the materials and minimizes “boredom.” Keyser (2000) explains that the longer a lecture proceeds the less students pay attention, therefore when active learning occurs “students are involved in more than just listening (p. 36.)” This will also help with retention because the activity will force the audience to reflect on and utilize some of the content presented. Using web-conferencing tools is a great way to engage an audience in a comfortable environment. It also allows me to explore different tools to reach out to different kinds of learning styles. I can provide visuals, create activities and utilize these tools to help me reach these different learning styles. I use the space to use powerpoint and screenshots to connect to my visual learners. I also ask my audience to use the pointer tool to answer questions. This helps engage with different learning styles such as my visual and kinesthetic learners. Some of these tools and techniques align with Universal Design Principles because it includes variety for different learners ( Chodock et al., 2009 p. 28).

 My session involves procedures that need explanation and demonstration. For this session I created screenshots of the steps needed to access and change settings. These serve as visual reinforcement as I talk through the steps needed. Given the nature of teaching procedurally, I also wanted to teach conceptually so that my audience understands what the settings do and how they function rather then how to do them. Simmons (2014) suggests that we not rely entirely on the mechanics. Teaching conceptually is important because it is difficult to remember all the steps required in a procedure or task. If you understand how they function, it is easier to figure out if faced with a familiar setting or feature.

Works Cited

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