



Monday 4/7/14

Hello to everyone in the GD course! Hope you had a good first week. We begin Lesson 2 with the SHARING concept again, but this time with folders!

Last week, you made four documents and changed the sharing specs on each one so that sbergen33@gmail.com could edit and so that larrybirddoll@gmail.com could view only and comment. This involved you go to the SHARING SPECS on four different occasions.

I have tried to alter all or most of your documents turned in so you can see how they appear from the two people (LB and me).

This week, I would like to get you going with folders and the efficiency of working with them.

Here is the overview. You can create a folder in your Google Drive called "HW Portfolio for Steve from ???" using your name of course. You can program the specs of that folder to be sbergen33@gmail.com can edit and larrybirddoll@gmail.com can view only.

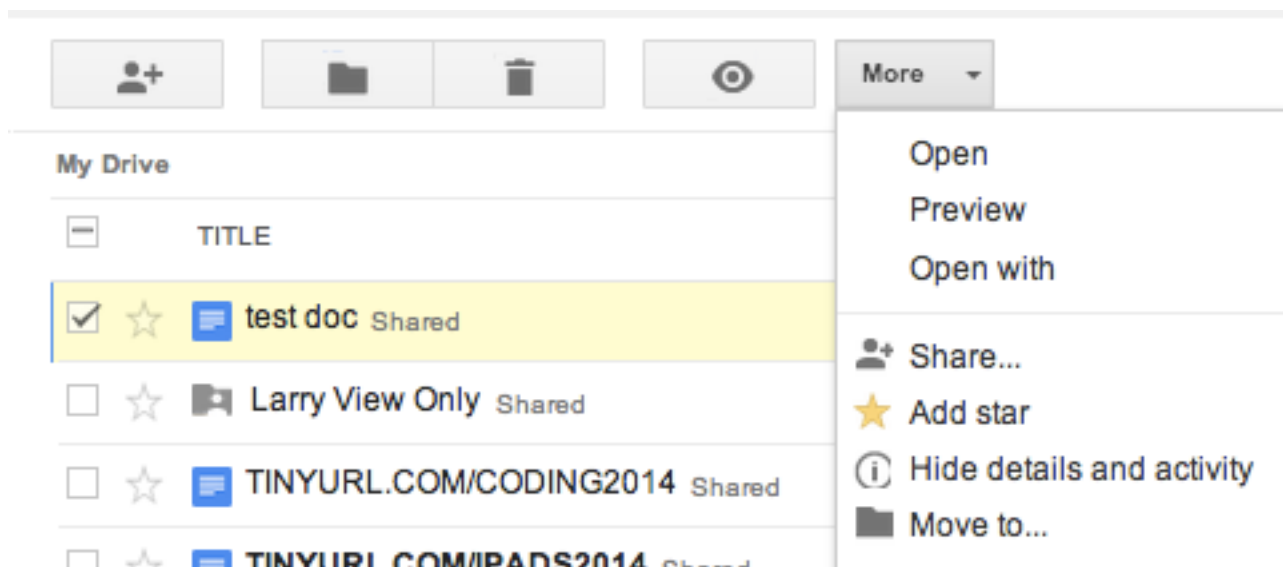
Then when you drag or move any files into that folder that had no previous sharing specs, they inherit those sharing specs.

Got it? See the advantage? You can get this done right now and share it right now even though it will be a few days before you put any files into it. We will call this HW 2.1, our first assignment of Lesson 2.

HW 2.1 Create a folder called HW Portfolio for Steve from ??? using your name of course. Move the four files done from Lesson 1 into this folder. Change the specs of this folder to be sbergen33@gmail.com can EDIT and larrybirddoll@gmail.com can VIEW.

From now on, many assigned files will get dragged into this folder. You can physically drag the files into the folder or you can CLICK THE CHECK MARK and then choose MORE up top and choose MOVE TO.

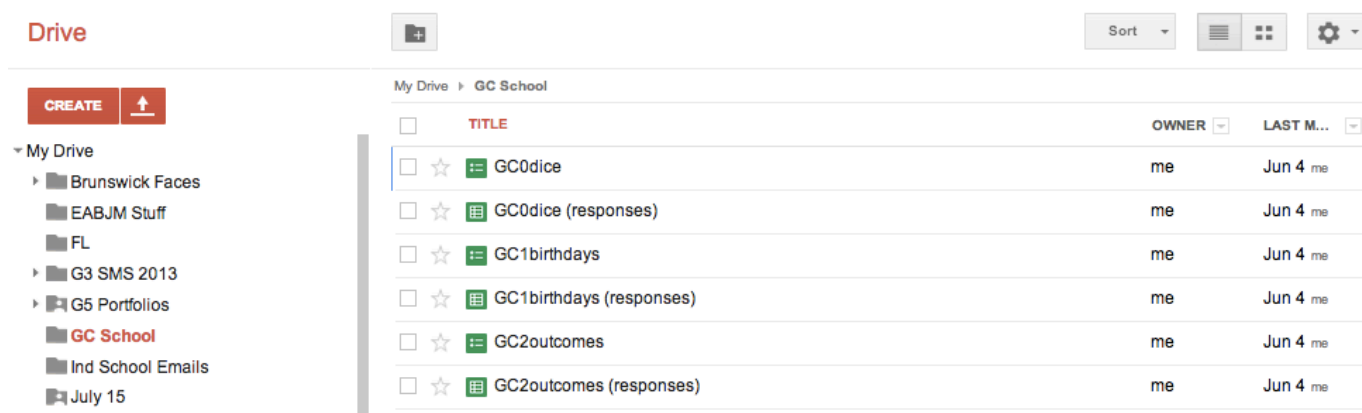
One caveat is that you cannot configure a folder to be COMMENT only. That has to be done for individual documents.



Perhaps we want a third person to have EDIT ability or a fourth person to have VIEW ability. You do not need to go to each of the separate documents but just change the specs of the enclosing folder called "HW for Steve from ????" and this changes automatically and automagically all of the documents inside.

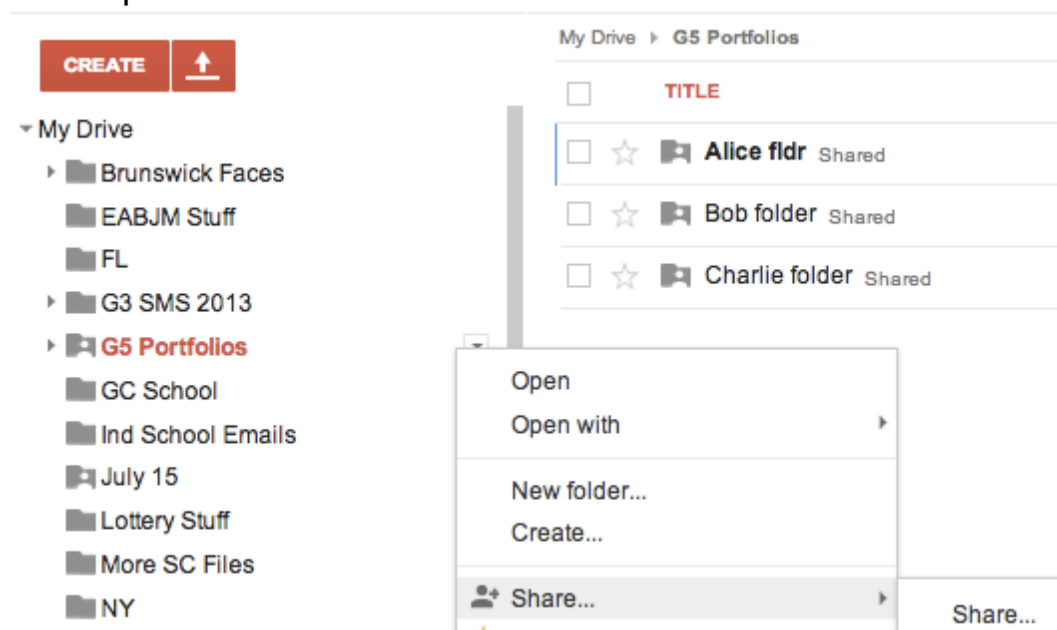
So you make a folder using the CREATE button. You drag files into that folder or you can use the action button called MORE and the subchoice of MOVE.

In the picture below, you are looking at a GD folder called GC School that contains 6 files. If I access the SHARING SPECS of the GC folder by either right-mousing (PC) or ctrl-clicking (MAC) on that folder, I can change the specs of that enclosing folder and that affects all 6 of the inside files plus any more that get dragged in!





Using folders by the way you can create PORTFOLIOS for your students. In this next example, you will see that I have a folder called G5 Portfolios that contains separate folders for each child in the class. Notice that you can also use the triangle tab next to G5 Portfolios to access sharing. The key idea is that changing the specs of the "parent folder" called G5 Portfolios changes all the specs of the enclosed items sometimes called the "children files." The metaphor is a good one. The folder is the parent and all the files inside are the children. The SHARING SPECS of the parent folder if they exist automatically apply to the individual children files inside which have not had previous specs. This is a powerful computer concept and important GD feature.



Interesting related conversations with several of you this week:

One person in our course maintains a class folder where the teacher and all students have edit privilege to all documents. By virtue of honesty, students do not alter the text of other students.

A second person mentioned a child in grade 6 whose friend discovered that he could easily change the text of other students' papers.

Different strokes for different folks so it depends on what you want to achieve and of course the culture of your school.

Style 1: each student has his/her own portfolio folder with teacher/student having edit access and perhaps other students have comment access only.

Style 2: one folder where everyone has edit access and students are honor bound to avoid mischief.



Second topic: more on spreadsheets

Let us go a step further with spreadsheets and calculate 7% interest on \$100 deposited in a bank in the year 2000. My intention is to extend your spreadsheet skills in each of the lessons. Let me know if you have a lot of spreadsheet skills and I will do more for you one on one each time we have our 30 minute conversation.

First skill for this week is called "dragging down with the **magic + sign**."

I type in 2000 and then 2001. I highlight both and then move to the bottom right corner of the blue and watch the arrow turn into a **magic + sign** and drag down. Remember that you need to highlight both and wait until you get the + before you drag down.

	A	B	C
1			
2			
3			
4			2000
5			2001
6			

So that gives us the screen below and we now put 100 into the cell next to 2000.

	A	B	C	D
1				
2				
3				
4			2000	100
5			2001	
6			2002	
7			2003	
8			2004	
9			2005	
10			2006	
11			2007	
12			2008	
13			2009	
14			2010	
15			2011	
16			2012	
17			2013	

	A	B
1		
2		
3		January
4		February
5		
6		
7		

	A	B
1		
2		
3		Monday
4		Tuesday
5		

Note that there is a big difference between highlighting C4 and C5 and getting the **magic + sign** or just highlighting C4 alone. If you do just C4 you will get the "2000" replicated. Also note that if you do the same with days of the weeks or months of the year, you can get the magic of generating all of them easily with the **magic + sign**.



If you highlight the 100 and click on \$ in the toolbar, you can make it look like money. More importantly, we add our next formula. Last week it was something like =SUM(C4:C10) but this week it is a formula that will add 7% to what is currently in cell D4. One way to do this is to take .07 times D4 and add to D4. This yields

$$=D4+(D4*.07)$$

The other way is just to multiply D4 by 1.07 to get

$$=D4*1.07$$

Either way, we get 107 in cell D5. We now click D5 (just the ONE cell D5) and drag down to get our final result after we use the \$ icon to format all of them as money.

	A	B	C	D
1				
2				
3				
4			2000	\$100.00
5			2001	\$107.00
6			2002	\$114.49
7			2003	\$122.50
8			2004	\$131.08
9			2005	\$140.26
10			2006	\$150.07
11			2007	\$160.58
12			2008	\$171.82
13			2009	\$183.85
14			2010	\$196.72
15			2011	\$210.49
16			2012	\$225.22
17			2013	\$240.98
18				

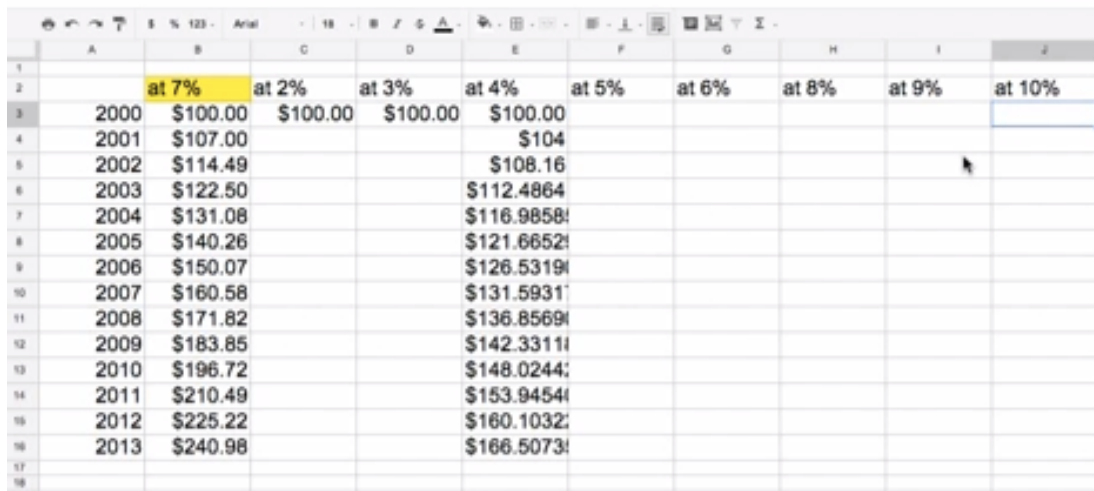
Got it? I hope so but the supporting video will give you more info as well as insights into the spreadsheet homework problem of the week.

- Calculating Interest Rates and Inline vs. Wrap Graphics (8 minutes)

<http://youtu.be/C5S8RFyaA8Y> **HW2.2 Required Video**

This video demonstrates the interest rate as described on the previous page and challenges you for HW to calculate what happens at various percentages. This video also teaches you about wrap around vs. inline regarding graphics.

HW 2.3 After watching the above video, create a new GD spreadsheet called **Lesson 2 Money Your Name Apri 7** in which you need to generate columns for various interest rates. Keep your eye on how many years it takes the money to double. Even better you might color code the cell when it reaches \$200 in each column. The video says to do just through 10% but I would love 3 more columns for 12%, 18%, 24% and you will understand why when I point out the pattern in lesson 3. This file gets dragged into your folder called HW Portfolio for Steve from ??? and it will automatically get the correct specs.



		at 7%	at 2%	at 3%	at 4%	at 5%	at 6%	at 8%	at 9%	at 10%
2000	\$100.00	\$100.00	\$100.00	\$100.00						
2001	\$107.00			\$104						
2002	\$114.49			\$108.16						
2003	\$122.50			\$112.4864						
2004	\$131.08			\$116.9858						
2005	\$140.26			\$121.6652						
2006	\$150.07			\$126.5319						
2007	\$160.58			\$131.5931						
2008	\$171.82			\$136.8569						
2009	\$183.85			\$142.3311						
2010	\$196.72			\$148.0244						
2011	\$210.49			\$153.9454						
2012	\$225.22			\$160.1032						
2013	\$240.98			\$166.5073						

HW 2.4 After watching the above video, go to the web page of <http://www.educatorstechnology.com/2013/12/100-important-google-drive-tips-for.html> and browse/peruse the article as you like. More importantly copy and paste a portion of it into a new GD WP document which will be called **Lesson 2 Article John Doe April 7**. I also made a TINYURL of the article for you with <http://tinyurl.com/GDarticle1> as the web address.

Now go to our WIKI which is linked from our <http://teachingcompany.com/april> webpage and you will see pictures of the people in our class. I want you to make screen snapshots of any four of the individual faces and add them to this WP file.



Two of them need to be included as INLINE and two of them need to be WRAP. It is important to know these two styles of graphics. This file gets dragged into your folder called HW Portfolio for Steve from ??? and it will automatically get the correct specs.

The 10 minute [optional video](http://youtu.be/ODTyohGjE5Q) at <http://youtu.be/ODTyohGjE5Q> gives you an exact demonstration of how to do this assignment. *Sorry about the occasional scratchy noises in this video -- I had some tech frustrations this week with my microphone.*

If you do not know about screen snapshots, you can either learn from the webpage (excerpted below) that I have at <http://teachingcompany.com/tips> or I can teach you one on one during our 30 minute session.

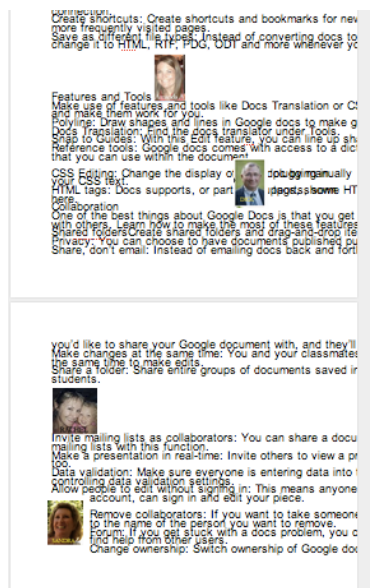
Special Tip#1: How to Take a Screen Snapshot (MAC) [video](#)

Use command shift 4 to invoke the cross-hair that looks like a + sign. Now drag from the top left to the bottom right marking a rectangle around the area you are trying to capture. This creates a file on your Mac Desktop with a funky name such as Screen Shot 2013.png. You can now check this file and of course rename it by using the mouse to click with the cursor and edit the name.

Special Tip#2: How to Take a Screen Snapshot (PC) [video](#)

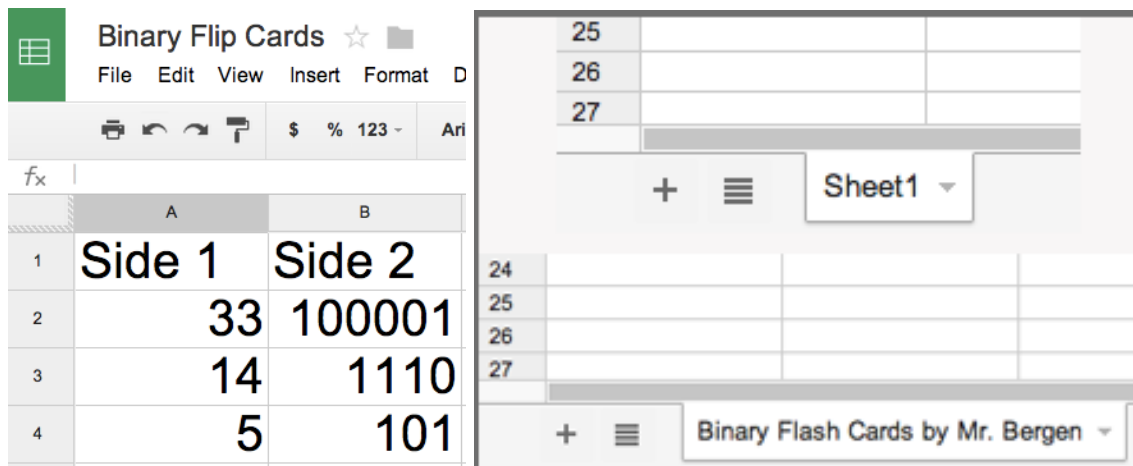
Find the button on your keyboard that says PRINT SCREEN. It might be abbreviated as PR SC and it might require by virtue of its color that you hold down CTRL or FUNCTION or ALT. Anyway, this button all by itself takes the screen snapshot but it does not create a file. It puts a copy of the screen into the RAM chip of the computer as if you had pressed CTRL-C. Now you need to go to some application and paste with CTRL-V. One common place to go is to the application within ACCESSORIES called PAINT. Another common place is Microsoft Word. In either case, you choose PASTE or CTRL-V and you will have the screen shot in front of you and you can SAVE it. One advantage of PAINT is that you can CROP it.

Here is a miniature picture of what HW 2.4 will look like when done

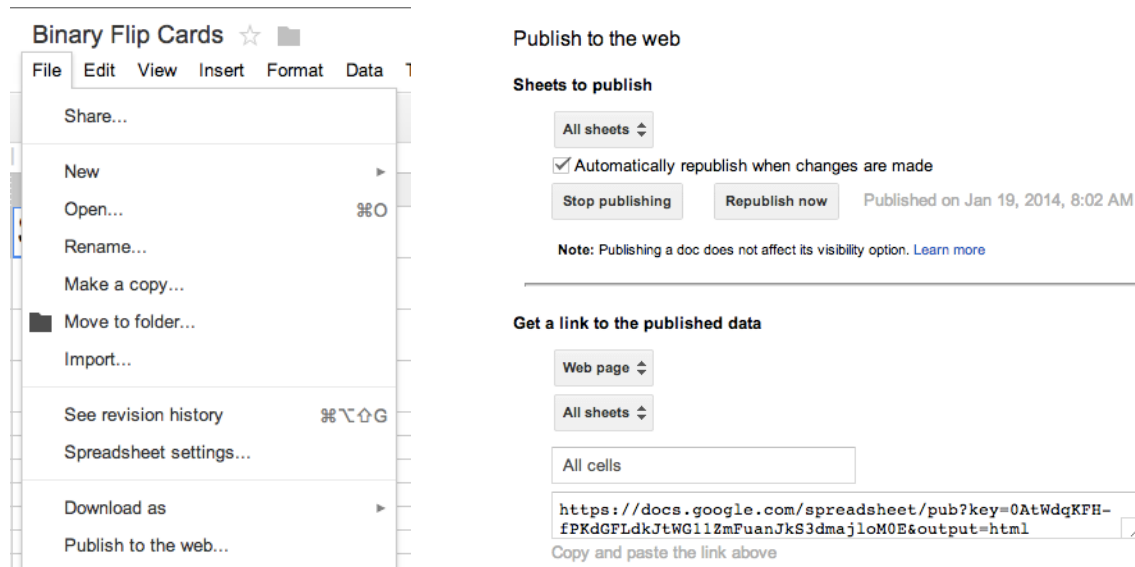


Next topic for Lesson 2. HW 2.5 Let us use Flippity (another of the many GD add-ons and GD associated apps) to create flip cards on something from your curriculum. Here is a three minute video at <http://youtu.be/nrXYb8GjnI0> showing you how it works.

Step 1: Make a SS in GD on some topic from your curriculum but you must use the magic words in the top row of **Side 1** and **Side 2**. At the bottom of the spreadsheet where it says Sheet 1, change that (via right mouse click on the PC or control click on the Mac or use the triangle to RENAME) to something descriptive such as Binary Flash Cards by Mr. Bergen

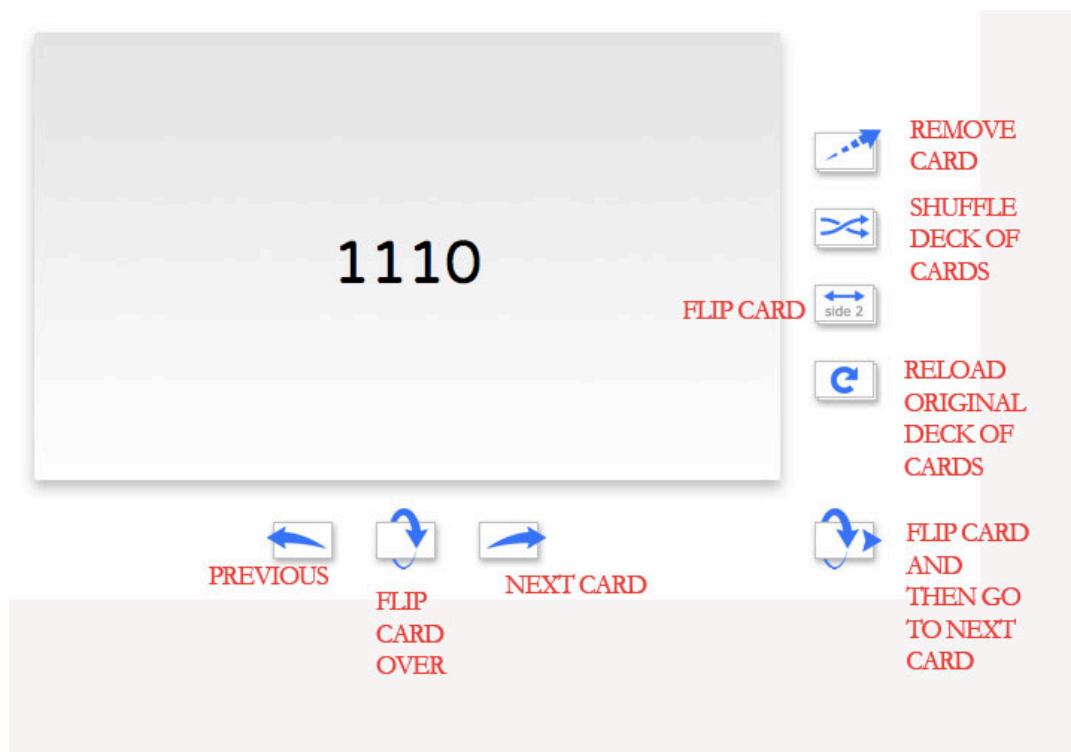


Step 2: Choose the GD feature under the FILE menu (tenth choice down in picture on left below) called Publish to the Web and COPY the link that is generated (see picture on right below)



Step 3: go to Flippity.net and paste in the link that you copied. Your flash cards are now generated and you get a link and/or QR code that you can give to others. For the purpose of our course, I would like you to make the link into an easy one with TINYURL.COM if you can pull that off.

Here is how the flip cards work when generated. I have added the words in red since the icons are not obvious to me.



HW 2.5 After watching the above video, create a two column spreadsheet with a minimum of five flashcards using the exact words Side 1 and Side 2 in the first row. Make a flippity set of flashcards and get the URL (web address) of your created deck of flashcards. Create a new GD Presentation document which will be called **Lesson 2 Flippity Jane Doe April 7** and include the URL into the text so that I can quiz myself on your topic. If you can do it as an option, please include the QR Code graphic and make the URL into a TINYURL. Move this file into your folder called HW Portfolio for Steve from ??? and it will automatically get the correct specs.

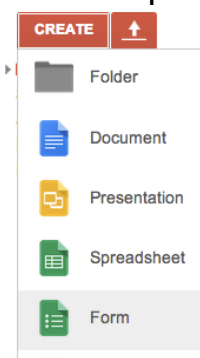
Reminder that Lesson 1 had an optional instructional video on using TINYURL.COM which you need this week -- <http://tinyurl.com/tinyurl33> (11 minutes).

If you don't know anything about QR codes, here is an [optional video](http://youtu.be/Qm5OsJ8nsj4) at <http://youtu.be/Qm5OsJ8nsj4> (5 minutes).

One of many websites for making QR codes is at the <https://www.the-qrcode-generator.com> webpage.

Next Topic: The next part involves creating a form or survey using the **FORM** module of GD that we have ignored in previous weeks.

Notice that FORM was one of the CREATE options that we left out in the first week.



The FORM module of GD is a unique, innovative component that allows you to build a survey with many types of questions. The responses from each person who completes the survey flow into a GD spreadsheet. Forms can be used professionally to gather info from adults, parents or students. They can also be used to prep for test or exams. The GD add-on called Flubaroo lets you do automatic grading!

Here are samples created by two of the people who took this course last semester.

<http://tinyurl.com/GDexample1> and <http://tinyurl.com/GDexample2>

Once you create a FORM, you will be entering a series of questions to be in your survey. These can be quiz questions for students or info questions to faculty colleagues, parents or community members. The users answer your questions and the results flow into a spreadsheet on Google Drive called Responses.

Here are the two required videos I have made for you on FORMS.

Google Forms Part I (16 min) <http://youtu.be/eZeSeaTbeSw>

Google Forms Part II (8 min) http://youtu.be/XLisPLZd_Zo

The first thing you decide is the title of your FORM and what colorful template you want to use. Don't forget to choose APPLY after you choose the template.

Choose title and theme

Title

Theme: Default





summercore

You can choose from these data types for each question.

Text	Form Description																		
Paragraph text	<table border="1"> <thead> <tr> <th>BASIC</th> <th>ADVANCED</th> <th>LAYOUT</th> </tr> </thead> <tbody> <tr> <td>ABC Text</td> <td>Scale</td> <td>Section header</td> </tr> <tr> <td>Paragraph text</td> <td>Grid</td> <td>Page break</td> </tr> <tr> <td>Multiple choice</td> <td>Date</td> <td>Image</td> </tr> <tr> <td>Checkboxes</td> <td>Time</td> <td>Video</td> </tr> <tr> <td>Choose from a list</td> <td></td> <td></td> </tr> </tbody> </table>	BASIC	ADVANCED	LAYOUT	ABC Text	Scale	Section header	Paragraph text	Grid	Page break	Multiple choice	Date	Image	Checkboxes	Time	Video	Choose from a list		
BASIC	ADVANCED	LAYOUT																	
ABC Text	Scale	Section header																	
Paragraph text	Grid	Page break																	
Multiple choice	Date	Image																	
Checkboxes	Time	Video																	
Choose from a list																			
Multiple choice																			
Checkboxes																			
Choose from a list																			
Scale																			
Grid																			
Date																			
Time																			

Text = short text, e.g. name

Paragraph = longer text

Multiple choice and Choose from a List require the user to choose 1 out of many

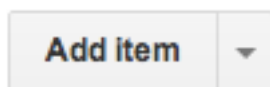
Checkboxes is unique! It allows the user to more than one out of a list of choices

Scale allows the user to choose a number from 1 to what you specify

Grid gives you a matrix of rows and columns with circles to fill in

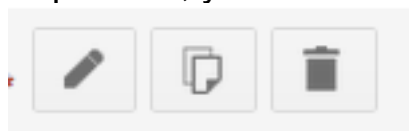
Image and Video allow you to enhance your survey with pictures and videos.

Each time you enter a question, you choose



and you can add one more.

Each time you add a question, you will see this icon on the right



The left icon (pencil) means EDIT.

The center icon means DUPLICATE so that you can make question 7 resemble question 6 without having to retype everything for example.

The right icon means DELETE this question.



One data type is the paragraph. Anything you put into the HELP TEXT will be italicized when the user sees it.

Question Title	Please use quality English to describe the difference between a rational and ir
Help Text	Please have at least 3 sentences. Please give an example or two.
Question Type	Paragraph text ▾
<div>Their longer answer</div>	

Another data type is TEXT and it refers to short info, perhaps 2 or 3 words.

The * means the operator is required to enter something and cannot leave it blank.

This type of action is called DATA VALIDATION since the user will get a red error message if he/she tries to leave it blank. *If you are a relative beginner, please ignore DATA VALIDATION in this PDF. If you are already experienced with FORMS, I have given you a bonus challenge at the end of this lesson.*

Fraction Survey Quiz

Form Description

What is your first name? *



This next picture shows the data type called CHECKBOX and it allows the user to specify more than one item. Below I am using it to allow the student to choose 2 of the 3 answers.

Question Title: Which are rational numbers?

Help Text: A rational number is one that can be put into a fraction a/b with integers a & b

Question Type: Checkboxes

- ☐ 3.14
- ☐ 22/7
- ☐ π

Here I am using it to allow the user to choice multiple items for a burger. This CHECKBOX option is the only one of the Google data types that allows the user to indicate multiple items.

Question Title: What do you want on your burger?

Help Text:

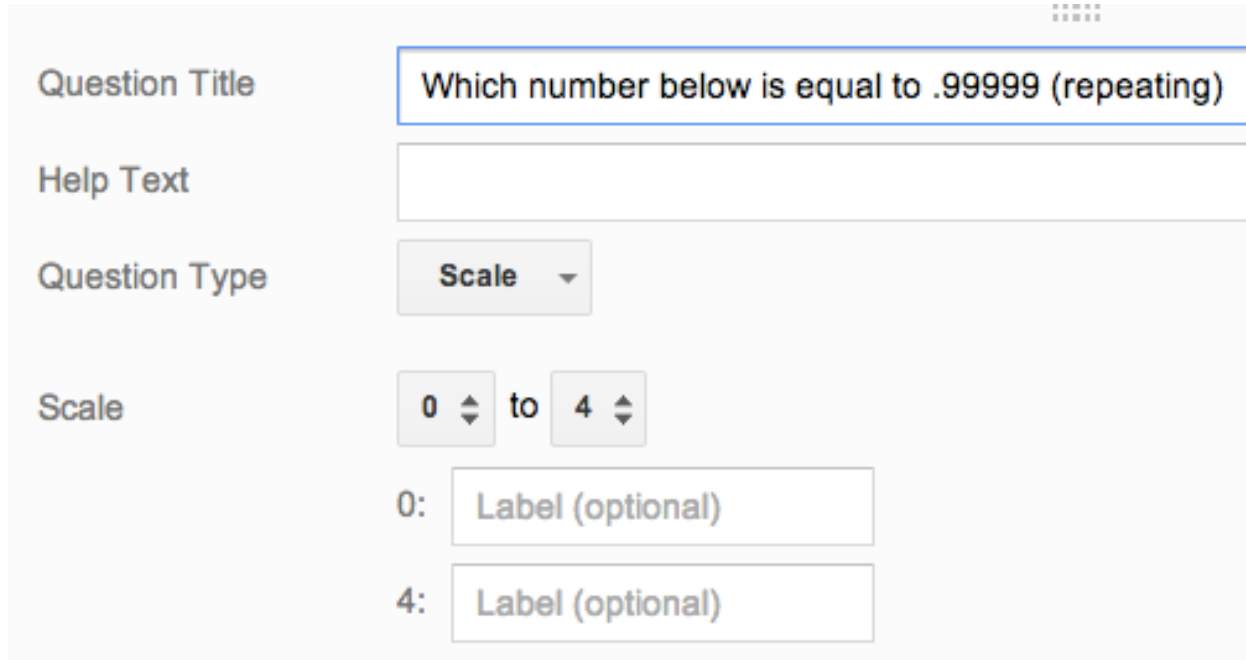
Question Type: Checkboxes

- ☐ ketchup
- ☐ lettuce
- ☐ tomato
- ☐ onions

What do you want on your burger?

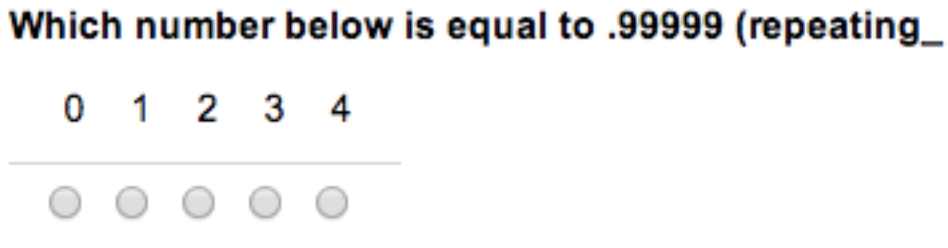
- ☒ ketchup
- ☐ lettuce
- ☒ tomato
- ☒ onions

This next picture is the SCALE type



The screenshot shows the Google Forms question editor interface. The 'Question Title' field contains the text 'Which number below is equal to .99999 (repeating)'. The 'Question Type' dropdown is set to 'Scale'. The 'Scale' section shows a range from 0 to 4. Below the range, there are two input fields for labels: '0: Label (optional)' and '4: Label (optional)'.

and results in



The screenshot shows the rendered Google Form. The question title is 'Which number below is equal to .99999 (repeating_'. Below the title, there are five radio buttons labeled 0, 1, 2, 3, and 4. The radio buttons are arranged horizontally and are currently unselected.

The scale can go up to 10 and not 33. How sad. Maybe the Google people will revise it to go up to 33 in their next update ;-)



The GRID type results in a clever rectangle of choices where you control the row and column headings. Using the GRID is optional for this week's assignment.

Classify each number as rational or irrational *

	Rational	Irrational	Not sure
1/3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.232323	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
$\pi / 2$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.2323 (repeating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

One of the newest features is called DATA VALIDATION and this means you can give error messages (in red) to the user if the answer does not meet certain criteria.

Beginners: please ignore

▼ Data validation

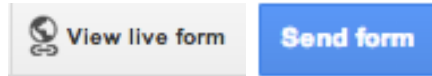
☒ Regular expression ▼

By the way, there are now programs and add-ons that will do automatic grading of answers on a Google spreadsheet. One of them is called FLUBAROO (<http://flubaroo.com>) and one is called DOCTOPUS (many links including <http://ipadsandbox.wikispaces.com/file/view/jlGoogleDoctopus.pdf>). There is also a program called GOOBRIC that adds rubric features to Doctopus. If this topic interests you, I would love to help you individually or later in the course. The grading works by having the teacher submit a form with the correct answers and the computer then compares each student's entries with the correct answers. Obviously, multiple choice and short answer questions work best.

HW 2.6: Create a FORM that has some meaningful personal, educational, classroom or professional potential real usage. Keep the bar high and try to create something useful and hopefully educationally significant Send the URL to me so that I can test your form and be one of "your customers." I will post them next week on our Lesson 3 PDF. Be careful with the URL. You are not sending me the URL where



you create the form. You are sending me the URL that you see when you choose VIEW LIVE FORM or SEND FORM. This is a common mistake. Optional: change the URL to a tiny one using tinyurl.com.



<https://docs.google.com/forms/d/1ZacnbodPi3VqehLMRkhoTHlwWQh62eXUzujf15CMkq8/viewform>

If your school's domain is protected, you might see a checkbox that says "allow others outside of your domain to access this form."

OPTIONAL: If you have had experience with GD forms before this course, try to construct at least one question of each data type including GRID and use data validation options when possible. Also try to include at least 2 pictures and 2 videos.

One more optional assignment HW2.7: there is a new GD add-on was created called Form+

The website is: <http://formpl.us> if you want to try it.

This provides a different interface for a Google form that includes the feature

Here is a 7 minute video on how it works --

<https://www.youtube.com/watch?v=rRruVpe0a90>

I would be glad to show you how this works during our 30 minute conversation this week if you want.

Have a good week. Please remember that I am here for you 15 hours a day (7am to 10pm) seven days a week and that unlike people who are arrested, you are NOT limited to one phone call. My job is to serve you and help you. If that means we talk two times a week, that is fine with me. Steve

Steve



phone = 781-953-9699

skype name = stevebergen (no spaces)

Email = sbergen33@gmail.com