



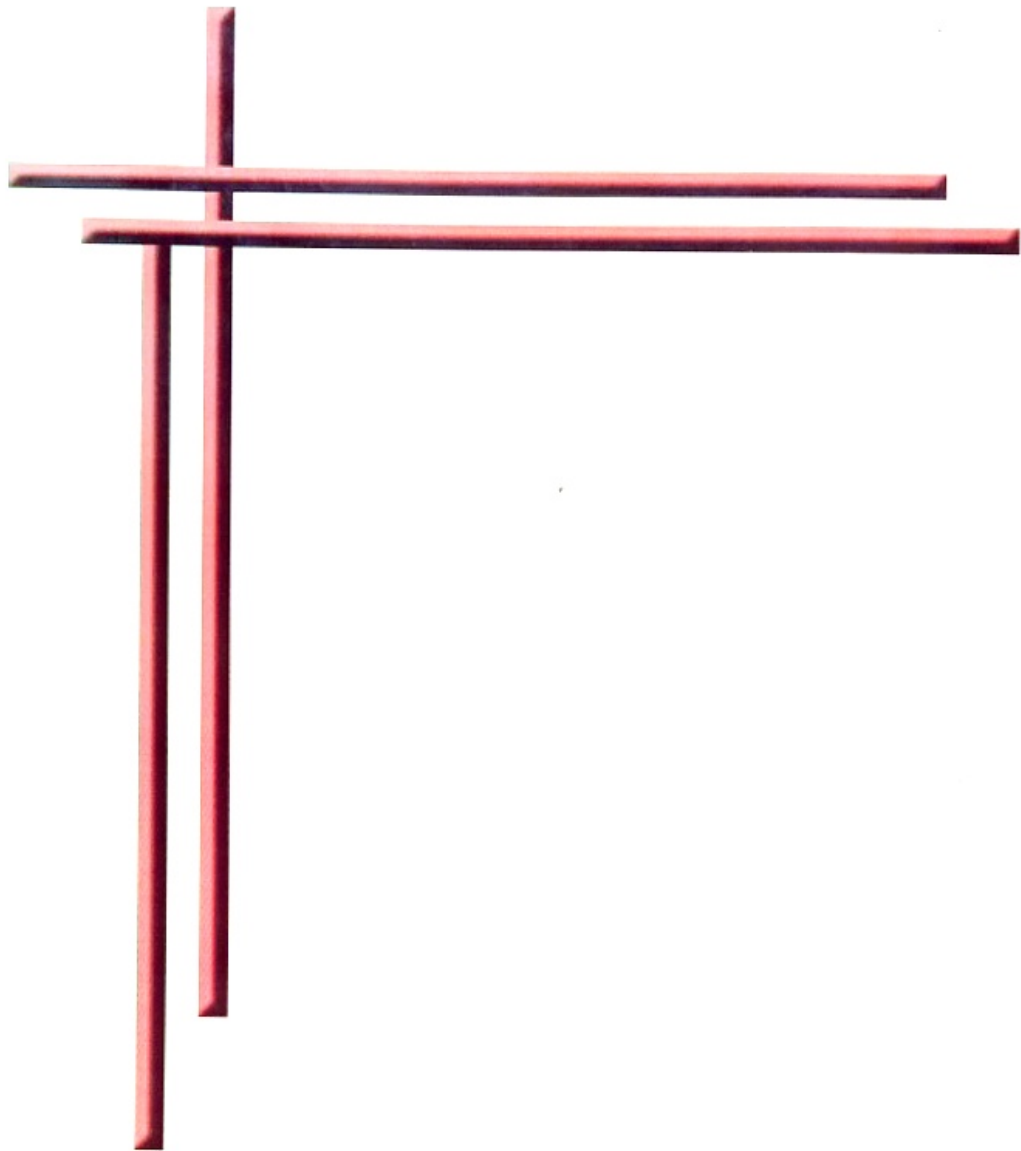
NEELKAMAL

# INNOVATIONS IN EDUCATION



Dr. Jayan Erancheri Illam  
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Bhavya P.V.

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**INNOVATIONS  
IN  
EDUCATION**



Innovation is often the hidden thing,  
because we can't put numbers to it.  
And yet it's the thing that defines  
the way we live, the things we'd like  
to have for everyone whether it's  
health or education.

— *Bill Gates* —

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## Preface

This book "Innovations in Education" is a collaborative initiative by Sreekrishnapuram V.T. Bhattathiripad College, University of Calicut. This aims to comprise the research perspectives of E-teaching and E-Content development. Researchers are from different educational backgrounds and they all are here to express their innovative ideas. Now, there is a lot of researches going on in this area of E-teaching and E-Content development. This book aims at motivating beginners in E-teaching by introducing new methodologies, going through discussions about the impact of digital teaching in the higher education area, and also provides new insights about E-teaching and E-learning. It is the need of the present day scenario. We extend our sincere gratitude to all who stood along with us in this great venture. We congratulate all the authors for their contributions to this volume.

This book suggests some approaches that they can adopt to manage this sudden shift of teaching and learning from physical classrooms to digital classrooms. Even though the internet and all the E-teaching technologies are around us for a long time, we were hesitant of implementing these into our Teaching-Learning process. This book aims to walk along with the teachers and guides them to a new era of E-teaching.

We must thank our publisher Mr. Suresh Chandra Sharma, Managing Director of Neelkamal Publications Pvt. Ltd., New Delhi-Hyderabad, who has taken a lot of interest in this book. His efforts to bring out the Book in the excellent form will always be remembered.

We feel happy to entertain any suggestions and additions for refinements of this book and all such modifications will be taken care of in the next issue of the book.

*Editors*

*Dr. Jayan Erancheri Illam*

*Dr. Saritha Namboodiri*

*Bhavya P.V.*

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The technical support given by EMMRC, University of Calicut for our teachers and contributors to the book in related to educational technology is highly appreciated. We express our sincere gratitude to the team EMMRC for this successful endeavour.

We are extending our gratitude to all the contributors of the book.

Thank all those who contributed to the success of the physical creation to completion of this book.





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## CHAPTER

# 14

## Google Classroom as a Tool for Effective Learning

- Sathyavathi. M.\*

### ABSTRACT

*Recently, the concept of education has greatly altered from teacher-centered instruction to diverse learner-centered learning modes. With such a change, teachers play the roles of not only knowledge providers, but also learning organizers who inspire students to construct knowledge actively. In the current scenario of educational institutions, technology has possible roles in attractive learning. The emerging technology of classroom communication systems offers a promising tool for helping instructors to create a more interactive, student-centered classroom, especially when education large courses. This paper is divided into two sections. In the first section a brief description is given about Google classroom followed by its pros and cons. The second section of the paper tries to inspect the role of Google classroom as an online academic tool for real learning.*

### 14.1 Introduction

As the world is being advanced with the new technologies, learning and working new ideas and thoughts of online education are changing quickly. In reply to these fluctuations, many states, institutions, and governments have been working on strategic plans to implement online education. At the same time, misunderstandings and legends connected to the trouble of teaching and education online, knowhows available to support online instruction, the support and recompence needed for high-quality instructors, and the needs

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of online students create contests for such vision statements and planning documents.

Recently, the concept of teaching has greatly changed from teacher-centered instruction to diverse learner-centered learning modes. With such a change, teachers play the characters of not only information bread winners, but also learning organizers who inspire students to concept knowledge actively. In the current scenario of educational institutions, technology has possible roles in attractive learning. The emerging technology of classroom message systems offers a promising tool for helping instructors create a more interactive, student-centered classroom, especially when teaching large courses. This paper is divided into two sections. In the first section a brief description is given about Google classroom followed by its advantages and disadvantages. The second section of the paper tries to inspect the role of Google classroom as an online academic tool for effective knowledge.

### **What is Google Classroom?**

Google Classroom is a current growth of Google for academic institutions to confirm a mixed learning stage to make things easier creating, assigning and classifying assignments in a paperless way. It syndicates online digital media with old-style classroom methods. Therefore, it is a convenient way for the teachers to engage students online for asking questions, discussing any topic with teacher and classmates and acquiescing assignments. As points teachers to devote more time with their students and less time on the paperwork, and it is now even better. Google's latest statement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to expressing for classes in advance as well.

Google Classroom is a free teamwork application for teachers and learners. Teachers can create online schoolrooms, ask students to attend the class, and create and give out assignments. Learners and teachers can connect about the assignments within the platform and teachers can monitor students' progress. Schools can create a free Google Apps for Education account to exploit this solution.

Google Classroom delivers additional landscapes to teachers and students that are not part of standard Google accounts. For instance, educators can utilize the Forms tool to add images and multiple choice answers to questions. The messages by Gmail tool crowds Classroom messages, allowing students and teachers to easily discovery tourist attractions and key updates. Teachers can organize their class streams by adding subjects

to posts and students and teachers can filter the streams to find specific subjects.

It is also helpful for parents. Teachers can share precises of student performance with their parents and the latter can get automatic email summaries of class declarations and student work.

### Google Classroom Advantages

- **Easy to Use and Accessible from All Devices:** It is accessible from all computers, mobile phones, and tablets, it makes it really easy for us to add as many learners as we like, create Google documents to manage assignments and announcements, post you tube videos, add links, or attach files from Google Drive. Learners will discovery it similarly easy to log in, as well as receive and turn in projects.
- **Effective Communication and Sharing:** One of the greatest advantages of Google Classroom is Google Docs; these documents are saved online and shared with a limitless number of people, so when we create an announcement or assignment using a Google doc, our learners can access it immediately through their Google Drive, as long as we have shared it with them. Additionally, Google Docs are effortlessly prepared and modified in Google Drive files. In other words, we no longer need emails to share information; you just create a document, share it with as many learners as you want, and voila!
- **Speeds up the Assignment Process:** Assignments can be created distributed, and can be completed by learners in a matter of seconds. We can easily check who has submitted their assignment and who is still working on it, as well as offer our feedback immediately.
- **Effective Feedback:** Speaking of feedback, Google Classroom gives us the opportunity to offer our online support to our learners right away; this means that feedback becomes more effective, as fresh comments and remarks have bigger impact on learners' minds.
- **No Need for Paper:** There might be a day that grading papers would be impossible to imagine; Google Classroom is certainly interested in getting there as soon as possible. By centralizing Learning materials in one cloud-based location, we have the ability to go paperless and stop worrying about printing, handing out, or even losing your learners' work!
- **Clean and User-friendly Interface:** Staying loyal to clean Google layout standards, Google Classroom invites us to an environment where



every single design detail is simple, intuitive, and user-friendly. Unnecessary to say, it will feel correct at household.

- **Great Commenting System:** Learners can comment on specific locations within pictures for a variety of online courses. Furthermore, you can create URLs for interesting comments and using them for further online discussion.
- **Is for Everyone:** Educators can also join Google Classroom as learners, which means that you can create a Google Classroom for you and your colleagues and use it for faculty meetings, information sharing, or professional development.

### Google Classroom Disadvantages

- **Difficult Account Organization:** It doesn't allow admission from multiple areas. Furthermore, we cannot log in together with your personal Gmail to enter it; you would like to be logged in Google Apps for Education. As a result, if we've already a private Google ID, it should be frustrating to juggle multiple Google accounts. For instance, if we've a Google document or a photograph in your Gmail and that we want to share it within the Google Classroom, we are going to ought to put it aside separately in your computer's drive, log out, and so log in again together with your Google Classroom account.
- **Limited Integration Options:** Google Classroom hasn't yet integrated with Google Calendar, or any calendar whatsoever, which can cause some problems with organizing material and assignment deadlines.
- **Too Usage of "Google":** First time Google users may get confused, as there are several buttons with icons familiar only to Google users. Additionally, despite enhanced integration between Google and YouTube, which significantly helps video sharing, support for other popular tools isn't inbuilt, and that we may find it frustrating that we are going to ought to, for instance, convert an easy Word document to a Google Doc to figure with. All in all, we are going to only find ourself comfortable within the Google Classroom environment as long because the tools we are using are aligned with Google services.
- **No Automated Updates:** Activity feed doesn't update automatically, so learners will ought to refresh regularly so as to not miss important announcements.
- **Difficult Learner Sharing:** Learners cannot share their work with their peers, unless they become "owners" of a document, and even then



they'll ought to approve sharing options, which can create a chaos if they require to share a document with their, say, 50+ classmates.

- **Editing Problems:** once we create an assignment and you distribute it to learners, learners become "owners" of the document and that they are allowed to edit it. which means that they will delete any a part of the assignment they require, which could cause problems, albeit it happens accidentally.
- **No Automated Quizzes and Tests:** one in every of the most reasons that Google Classroom cannot yet fully replace your Learning Management System is that it doesn't provide automated quizzes and tests for learners. In general, Google Classroom is more suitable for a blended learning experience than a totally online program.
- **Impersonal:** Speaking of a blended learning environment, Google Classroom has not integrated Google Hangouts, which creates a problem; online interaction between teachers and learners is simply possible through Google documents. Effective education requires interaction and building relationships with learners, and online discussions are the simplest thanks to achieve this during a virtual environment. Unfortunately, there's no thanks to have a live chat in Google Classroom; a minimum of, again, not yet.

## 14.2 Google Classroom as an Effective Tool of Learning

In Daffodil International University, Bangladesh a study is conducted among 40 undergraduate students about listening, skill the most difficult one to master among the four language skills. The samples are regular 1st year students of BA in English Program. In Bangladesh, both tutors and beginners show justifications to evade this vital language skill at basic, middle and tertiary levels. Worldwide teachers are moving towards technological tools in ELT (English Language teaching) and Google Classroom is one of them. This mixed learning stage offers abundant topographies of Google to improve teaching-learning process for both tutors and beginners. However, currently beginners at tertiary level are disposed to technologies. Bearing in mind it as an advantage, a language teacher can enable the technophile ESL (English as second language) learners to develop their pay attention skill in Google Classroom and the study inspected positive impacts on students.

The impact of Google classroom application on the teaching - efficiency of educational college students was studied in western region of Saudi Arabia, The researcher divided the sample into two groups of which



(30) students as a regulator group and the other (30) students as an investigational group. The investigator followed the experimental approach in applying the Google classroom on the research sample, that's the controlled group taught by the traditional way while the untried group studied using this technique, all over the first semester of the theoretical year 2016-2017 to portion course materials. Then the scholarfunctional an observation card to test development on teaching efficiency and an achievement test in computer to test the research hypotheses. The outcomes after challenging the hypotheses were: There are significant statistical differences in the results between the experimental and controlled group when the Google teaching spacerequest applied, on teaching competence of enlightening college students in each of its levels (planning, execute and evaluation) and in academic achievement in computer .

Technology has increased position in all stages of teaching yet instructors have been unable to figure out which of the many available technical tools best fit their classroom performs. Google Teaching space is one such instrument that is free of charge and has increased popularity within a short span of time. The study to assess teachers' perception on the effectiveness of Google Classroom is carried out through a qualitative research design. The example of the study, which uses semi-structured conference method, consists of 12 higher education educators who have appliedthis for at least one semester in their classroom. Findings exposed that teachers observe it as only a simplificationinstrument that can be used for document administration and basic classroom organization, without having a vital impact on teaching practices. The responses of the teachers specify that lack of user-friendly boundary is the key reason for its incompetence.

Another study intended to research the adequacy of Google classroom as a teaching and learning tool among pedagogy science training learners. The sample of this study was sixty third year Healthcare Service Management learners who are using Google classroom for 2 semesters (8 months). The study embraced the quantitative design approach within which the learners were utilizing Google classroom for 2 semesters as a teaching and learning tool. The outcomes from this study demonstrated that Google classroom is compelling in educating and learning because the outcomes demonstrated that it improves teaching and learning. (Mafa, 2018)

Another study provides analysis and evaluation of the effectiveness of Google Classroom's active learning activities for data processing subject under the choice Sciences program. Technology Acceptance Model (TAM) has been employed to live the effectiveness of the training activities. a complete of



100 valid unduplicated responses from students who enrolled data processing subject were employed in this study. The results indicated that majority of the scholars satisfy with the Google Classroom's tool that were introduced within the class. Results of information analyzed showed that every one ratios are above averages. specially, comparative performance is sweet within the areas of easy access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards the Google Classroom's active learning activities. (Shaharane, Jamil, Rodzi 2018)

This paper discerned that Google Classroom is effective as a full of life learning tool. Google Classroom could be a free tool which will be employed by any University that doesn't have enough resources to create its own LMS (Learning Management System). It reduces the paperwork for the teachers and assists in classroom management. It also aids in attractive the student-teacher collaboration and communication. So, it's a very important online pedagogical tool which will enhance the teaching and learning.

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