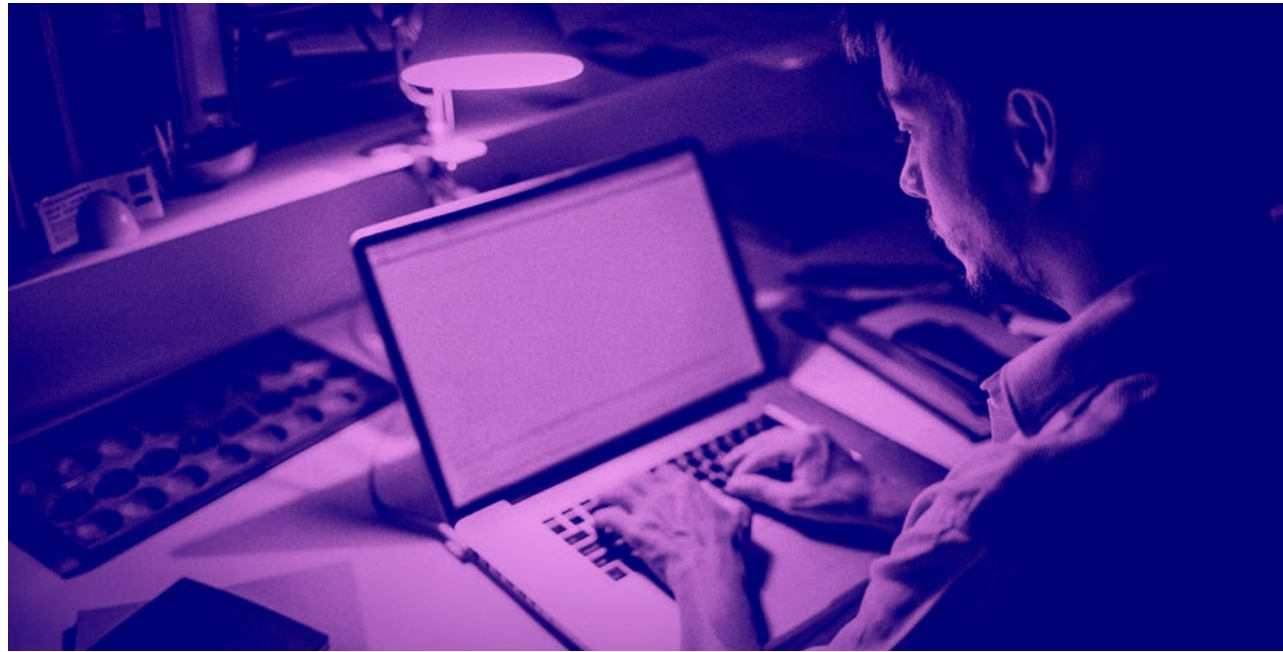
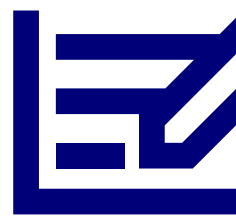


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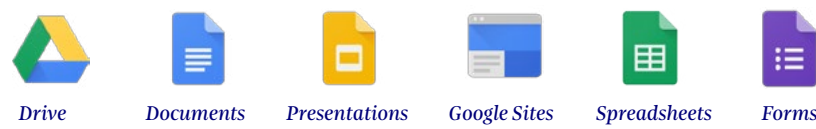
Creating and editing tools and resources



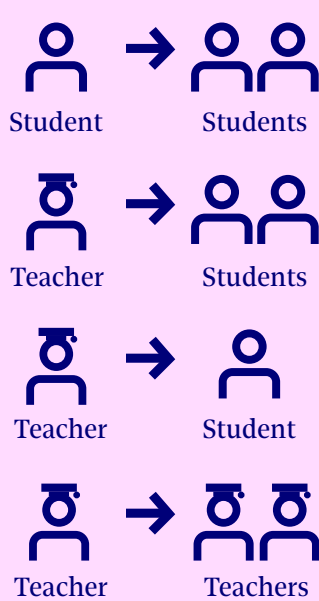
This consists of using Google's cloud computing applications, to prepare documents, tools and other resources related. It entails the use of Drive as a file storage system, enabling individual or shared use of all the applications. It allows simultaneous document editing among different users, enables version tracking and includes the option of allowing all users involved in editing a document to make comments that are integrated with the content.

The creation and editing of tools and resources is used to generate documents and tools for the learning activity for instrumental or research purposes, such as guides, guidelines, templates, questionnaires, activity texts, overviews, presentations, reports, etc. It also facilitates collaborative work and fosters co-editing of resources between students and teachers.

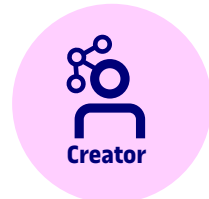
It can entail use of the following tools:



Who do we use it with?



How do we do it?



1. Defines the tool or resource that he or she wishes to create.
2. Selects the most suitable application and creates the document.
3. Selects users who will take part in the editing and invites them.
4. Assigns viewing, editing or administration permits to the participants.
5. Edits the document, performing the tasks corresponding to his or her role.



1. Access the shared document.
2. Edit or view the document, performing the tasks corresponding to their role.
3. Add and answer comments about the edited content.
4. They may invite other participants to edit or view the document, if they have permits for this.

6. Adds and answers comments about the edited content.

Things that we can do

Text documents.

Students or teachers write texts with varied formats and structures and with different objectives, such as writing activity texts, performing assignments, drafting guides, offering guidelines or guidance, generating research reports, producing articles, etc.

Graphics and visual resources.

Students or teachers prepare slide presentations, infographics and other graphic resources with different objectives, such as submitting an assignment or project,

showing data from a research process, creating a diagram about a specific subject area or content, drawing a process, designing graphs and figures for text documents such as assignments, assessment activities or articles, etc.

Websites.

Publication of a site for disseminating an academic or learning activity, or as an environment for sharing relevant information within a project that enables the entire work group to follow it. It can include both text content in HTML format and integrated external resources such as documents and folders, calendars or forums guaranteeing access to up-to-date information.

Questionnaires and surveys.

Publication of forms with teaching or research purposes such as creating assessment activities, developing questionnaires to detect previous knowledge, identifying interests or measuring the level of understanding attained, sending research questionnaires to specific groups within the university community, etc.

Monitoring and assessment tools.

Preparation of matrices to monitor progress of both individual students and working groups in the learning process, creation of rubrics and tools to support activity correction, etc.



Remember that...

- Both students and teachers can create cloud documents at any time, but whoever creates them becomes their owner and is responsible for them.
- By enabling the options to share or make a document public, we lose control of the document's content, which can even reach unrelated people with whom we did not intend to share this information. This can also happen if we give permits to invite other people to the users we have shared it with.
- If documents are shared with people who do not have an e-mail address with the UOC domain, it is important to check first whether the content we are preparing can be made public outside of the University's work environment.
- If a document is being edited collaboratively, assigning roles and tasks to the participants and sharing basic working rules are aspects that improve the work group's efficiency and functioning.
- The documents that we edit must be readily identifiable by everyone who has access to them. Accordingly, it would be useful to include information in the file names such as the course code, an acronym for its title and the semester in which the activity was begun, the name of the bachelor's degree or master's degree to which it belongs or the name that identifies the working group. For example, Group 1 Project M1.330 Interfaces Bachelor's Degree in Multimedia 2019-2.

Other uses it can be combined with



More information

[Google Suite. A best practices website on the use of Google apps created for the affiliated teaching staff.](#)

[Product-driven learning. Advice, guides and other resources for using G Suite in the work place.](#)



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