Instructional Unit 5

Introduction to the Digital Portfolio

Marie Dennany Lara

University of Texas at Brownsville

EDTC 6321-01 Spring 2014

Table of Contents

IU 5: The Instructional Strategy

Introduction

In the last instructional unit, the instructional strategy which included selected media and the delivery system were presented in a rough draft format. In previous instructional units, the specific learning goal was established and the specific goal was analyzed and broken down into major and subordinate steps that would be required to complete the tasks. Performance objectives for these main steps have been developed, along with the rough draft of a summative assessment which may determine if those objectives were successfully met. In Instructional Unit #5; a formative evaluation of the instructional strategy as well as the rough draft of materials will be conducted, reviewed and documented. This process will be completed in three formats; Subject Matter Expert (SME), One-on-One and in a Small Group evaluations, and documented. In addition to their findings and recommendations, my responses and revisions, if required will be presented.

Specific Goal

Upon completing the *Introduction to the Digital Portfolio* training course, the student will be able to develop and customize their own Digital Portfolio navigating the Google Sites interface and (1) identifying the various components of an e-Portfolio template, and (2) customizing their portfolio and settings in their portfolio. Students will be able to add and organize pages and link to content by (1) creating page links, (2) adding content areas for collaborative coursework and/or calendars, etc. and have (3) reviewed typical digital safety procedures.

Subject Matter Expert Review

The Subject Matter Expert (SME) who agreed to evaluate my instructional unit is Sister Mary Paul Hon, a retired former school teacher and administrator who received her BA in Education at St. Edwards University in Austin, and her MA in Administration Loyola University in New Orleans. She also studied at Texas A & I University in Kingsville as well as Saint Mary's University in San Antonio. Sister Paul has taught for a number of years in various grade levels as well as served as an elementary, middle school and high school principal. Besides the fact that my Subject Matter Expert has extensive experience in academia, she promotes the idea of lifelong learning and the pursuit of knowledge and education. She continues to serve as an advisor and facilitator to a number of professionals in the field.

Subject Matter Expert Review Summary

The table below lists the major steps of the instructional unit, the observations made by the

Subject Matter Expert as each step was completed, and my responses to the recorded observations.

Steps	SME's Comments	My Response
Introduction	The introduction needs more specifics. Some terminology may need to be defined to certain students depending on their age and level of computer literacy. More diagrams or visuals may help some students understand.	I reviewed the text and made appropriate changes. Additional graphics will be included in the multimedia process.
Pre-Instructional Activities	What fall back is available if the student fails the "pre-course self-assessment"? Is all the terminology reviewed necessary for the student to complete the course? Won't many younger students be able to demonstrate their capabilities but not be utilizing the correct or same terminology? Consider changing some questions to more general knowledge or define your terms with alternate definitions, such as move and shift so that the course can be directed at elementary level students. Alternately, include graphics of the "sidebar" so young students understand the question clearly.	I explained that I currently had no "fall back" if the student "failed" the pre-course self-assessment, but could include feedback answers or a link for a general review. I agreed with that suggestion and will include graphics and/or definitions within the assessments.
Lessons & Assessment	In the Lesson #4: Digital Safety Procedures & limiting access; the section seems too general and vague. Depending on the age of the student many schools are incorporating "digital citizenship" guidelines that discuss cyber-bullying threats and you should mention this as a reason to incorporate safe procedures in online courses, coursework and e-portfolio designs. You may mention to students this also applies to their behavior as well.	I reviewed and included more specific terminology. This also gives further rise to the issue of specific age levels for this training and instruction.
Overall	"I find your instructional unit very interesting on a premise that is considered a "hot topic" in many classrooms. However, I know many schools are investing a lot of money in purchasing instruction and other software for what is readily available free of charge. Good job!"	No changes.

Synopsis

I believe the SME was very thorough in her review of the instructional unit and was fairly positive. While she did not suggest many specific changes, she seemed to encourage an increased amount of details and more specific instruction. She was quite positive in the subject of the instructional unit, but confused as to who it would be directed at. I think she wanted a more specific age or grade level in mind in order to better review the content and steps as laid out. While she indicated that the writing was very clear, she believes many students may need additional graphics and design in the instruction in order to stay on point and understand the process.

The review and revisions will be made in the following manner:

Short-term revisions:

- Make all revisions included in the evaluation table above.

Long-term revisions:

- Based on the feedback provided for the introductory video, more careful consideration will be given to the length and quality of the multimedia presentation in presenting the step-by-step process to the learners.

One-to-One Evaluation

Introduction

The one-to-one evaluation was conducted with a current student of the Texas Virtual Academy School. He is currently a Junior, attending online classes full time. This student is in his second year in an online environment and has a proven ability to complete independent study and instruction. In order to comply with FERPA laws (Family Educational Rights and Privacy Act) this student will not be specifically identified.

The student was given a block of one hour to complete the instructional materials.

One-to-one Evaluation Summary

The student began the instructional materials at 9:00 AM. The instructional unit was completed at 10:05 AM. The table below lists the major steps of the instructional unit, the observations made as the student completed each step, and my responses to the recorded observations.

Steps	Observations	My Response
Pre-Instructional Activities	The student seemed quite experienced and knowledgeable about all aspects of the pre-test and did exceptionally well.	No change.

Feedback from student observation and/or comments	The student had no trouble following the instructions and navigating the activities.	I may need to revise instructions or the pre-test to make this more challenging.
Lesson 1: Navigating the Google Sites page and choosing a template	The student seemed to have no problems or challenges in completing the tasks.	No changes.
Feedback from student observation and/or comments	The student seemed to complete these tasks easily.	No change.
Lesson 2: Adding additional pages and components to your portfolio	The student had no problems navigating the instructions for this lesson.	No changes.
Feedback from student observation and/or comments	Questioned whether I meant files when I say "components" May want to clearly identify these.	I include alternate terms and/or definitions.
Lesson 3: Adding links and content, editing content &/or removing files	The student had no problems navigating the instructions for this lesson.	No change.
Feedback from student observation and/or comments	Questioned if there were restrictions on what links he could use.	May need to note that links may be limited to what your parent, teacher or school allows depending on how the portfolio is accessed. May need to review.

Lesson 4: Digital Safety Procedures & limiting access	The student had no problems navigating the instructions for this lesson.	No changes are necessary.
Feedback from student observation and/or comments	I think I saw the student roll his eyes.	I may need to be more specific on the concerns or the reason for this section or target younger students.
Overall	He was unsure as to who the portfolio was for or how the process could benefit him.	I will adjust the introduction to include the benefits of creating, keeping and maintaining a digital portfolio.
Feedback from student observation and/or comments	Where do I take the post-course assessment that was mentioned in the pre-course assessment?	Remove post-course test.

Synopsis

   The student seemed quite at ease and knowledgeable of the entire process. Though he stated he had no direct experience in creating a digital portfolio nor in setting up a website, he did state he has designed pages in various social media sites, such as on reddit and Tumblr. He did well but may have come across as "bored or annoyed" with the process. If this impression is valid, I may need to increase the student's attention somehow or target younger students.

Short-term Revisions:

   •   Make all revisions include in the one-to-one evaluation table above.

   •   Provide more information on the value and or benefits of the process in the introduction of the instructional unit.

Long-term Revisions:

   •   Create a frequently asked questions resource.

   •   Make more engaging and interactive multimedia pieces.

   •   Review material for safety issues with links and age appropriate references within digital safety section.

   •   Ensure understanding and correct use of terminology within the lessons.

Small Group Evaluation

Introduction

In performing the small group evaluation, two students were selected to participate in evaluating the instruction following the review and revisions identified from the one-to-one evaluation. The first student to participate is a freshman student who is considered moderately (or an average student) digitally literate student and will be referred to as Student #1.

The second student who participated in the evaluation of the instructional unit was an eighth grade middle school student who is considered well-informed and experienced with digital coursework, and considered technologically advanced. I was present while the students conducted their evaluation of the instruction. The second student will be referred to as Student #2.

Small Group Evaluation Summary

Student #1 began the instructional unit at 9:30 AM and concluded at 10:15 AM for a total of 45 minutes. Student #2 also began the instructional unit at 9:30 PM and concluded at 10:00 PM for a total of 30 minutes. The table below lists the major steps of the instructional unit, the observations made as the students completed each step, and my responses to the recorded observations.

Steps	Observations	My Response
Pre-Instructional Activities	What happens if they do not get them right? Will they be able to re-take it as many times to get it right?	Add a description to the link to review what happens if assessment conditions are not met.
Lesson 1: Navigating the Google Sites page and choosing a template	Student #1 as well as Student #2 seemed to get through this section rather easily. They both completed the tasks with accuracy and did so without many comments or feedback.	I may need to review the level of the lessons or determine if more stringent requirements can be included within the instructional unit.
Lesson 2: Adding additional pages and components to your portfolio	Student #2 asked if he could add whatever kind of pages he wanted to; like a "gamers" page or photos from his Snapchat. He later asked about where he can access his site.	I will need to include more specific details and further information that is dependent on various factors, like filtering within classroom or district sites as well as individual family restrictions that may be implemented at home.
Lesson 3: Adding links and content, editing content	Both Student #1 and Student #2 asked if there were any restrictions to what types of links or content could be included. There was also a question as to the size	No real changes are necessary. I will need to research those questions in more detail, but told the students that I believe that answer is dependent on the

&/or removing files	of file(s) and if there was a restriction on that factor as well.	computer, the network and the home or school limitations and not the Google Site itself, except that on occasion larger files need to be hosted elsewhere and there may be overall limitations.
Lesson 4: Digital Safety Procedures & limiting access	Students #1 & #2 both went through this lesson with relative ease.	I will review this section for age appropriate content and try to correlate this better.
Overall	Student #1 stated that he liked the project and thought he would use it for personal as well as course work. He further stated that he noticed more teachers are using class web sites and it would be easier to link to them or their calendars. Student #2 likewise stated that he thought he could use his digital portfolio for beneficial purposes. He further stated he would like to scan pictures, diagrams and written work he has done from previous years.	No changes. I might include suggestions regarding scanning files and work in order to engage the students.
	Students were polite and respectful.	I thanked the students for their time and feedback.

Synopsis

Student #1 thought the course was very thorough, easy to understand and accomplished exactly what I explained it would be. He stated that I provided clear steps, clear organization, and alignment of the assessments to the objectives. Student #2 specifically mentioned how the he would utilize the digital portfolio to review his work, assignments and calendar for school in one place. He mentioned he currently has to access various sites, services and apps to do many of the same things we reviewed in the instructional unit. The students did state that the assignments are not that challenging but that some students may need the instruction provided and the content shown did give a clear picture of how to complete the assignments successfully. Both learners felt that they learned something they did not know about the digital portfolios and the benefits of creating and contributing to them through the years. The Students both liked the quick reference guide, but seemed to know the material quite well. They both mentioned how beneficial this training would be for younger students or those lacking skills in this subject area.

The revisions made from the SME review and the one-to-one evaluation limited the number of questions and concerns the students may have incurred by going through the initial first draft materials. Given the limited number of questions asked while both students completed the instructional unit, it is assumed that the training can be conducted without instructor interaction. However, instructor interaction will be needed to assess the performance of each learner to determine if the instructional goal has been mastered. The revisions addressed through observations and discussions will be made in the following manner:

Short-term Revisions:

- Make all revisions include in the small group evaluation table above.

- Create consistency with key terms and names of activities throughout.

Summary

The formative evaluation conducted with the subject matter expert and members with the intended audience helped me to make revisions that were necessary to help design an effective instructional unit. This draft of materials may need to target a more specific audience; specifically those students with a lower digital literacy level or younger age group. Through this feedback provided by the formative evaluation, corrections were made and a plan was developed to address changes that need to be incorporated. Each phase of the ADDIE approach was used to develop the instructional unit. Instructional Unit 1 analyzed a need for instruction in the development of digital portfolios with the targeted audience that resulted in an instructional goal; Instructional Units 2 and 3 designed the instruction by identifying major tasks and developing the performance objectives; Instructional Unit 4 developed the first draft of materials and composed the instructional strategy for implementing the training unit; and Instruction Unit 5 evaluated the first draft materials in three stages. Through using the five phases identified in the ADDIE approach, the instruction has been reviewed, revised, and adapted to fit the students' needs and a detailed, effective, and practical instructional unit is now ready to be delivered to the targeted students.

References

Bandura, A. (1986). Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall. ISBN 0-13-815614-X

Appendix 1: Introductory Video Script

Script for welcome introductory video: Welcome to the *Introduction to the Digital Portfolio* learning module. This instructional unit will guide you through a step by step process and allow you to create as you go along. Once you have completed this unit, you will be prepared to begin adding content and tailoring your own digital portfolio. Specifically, you will learn to identify the various components of the Google Sites digital interface, and customize your portfolio and settings. You will also learn to add and change content by creating links, adding content areas that are shared and then adding other features and media to your online digital portfolio.

Because this unit is self-paced, you will be able to work through the lessons at your own speed. Again, welcome, and let's get started!

Appendix 2: Pre-course/Post-course Self-Assessment

Instructions: This self-assessment is comprised of 10 questions designed to gauge your knowledge of and experience with the course content prior to this going through the lessons. Please answer each question. Upon completion of this instructional unit, this self-assessment will be presented again to determine if the course objectives were met.

1. Your Google password only gets you into your (Google) Sites account.
    a. True
    b. **False**
2. Pages you add to your digital portfolio will appear only when you press "Create."
    a. True
    b. False
3. When a blank page is created, it contains information such as the time, where it is located and version history.
    a. True
    b. False
4. Which button do you use to add a page in Google Sites?
    a. **The New Page (c) button**
    b. The Add Content button
    c. The + button
    d. The Start button
5. To edit your page, which menu tool do you use?
    a. **The pencil tool**
    b. Tool link
    c. Content area
    d. Course link
6. If you decide you want to put a document you uploaded to a content area into a folder with related content items, how do you do this?
    a. Use cut and paste to put the document in the folder
    b. Drag and drop it into the folder
    c. **Move page (shift + m)**
    d. Delete it and start over

7. Tools and options available for organizing content in Google Sites include (check all that apply):
   a. **Pages**
   b. **Sub- pages**
   c. **Sidebar**
   d. Packets
8. If you do not see any edit options when you start to work on your page, what should you do?
   a. **Make sure edit mode is on**
   b. Try a different browser
   c. Turn on the WYSIWYG editor
9. If you upload a document and do not want it to be visible to anyone else, how do you set this?
   a. Use the hide/unhide toggle button under the edit chevron
   b. Check the checkbox next to 'Make available to users' when naming the document
   c. **In the "enable page-level permissions" tab, set - choose who has access to "you" who is also "Is owner"**
   d. Any of the above.
10. I feel confident that I am ready to begin working independently adding and developing my digital portfolio.
    a. Agree
    b. Disagree

Appendix 3: Instructional Materials

Lesson 1: Navigating the Google Sites page and choosing a template

Lesson Overview:
In this lesson, you will identify the components of the Google Sites interface as you begin to customize your digital portfolio template. Upon completing the lesson, you are expected to be able to perform the following objectives:

Given a series of interactive screenshots of the My Google Sites page, the learner will locate specified components by clicking on the correct hotspot.

To complete this module, you will begin by viewing the Lesson 1 video. This interactive video will offer opportunities for practice as you view it. As a self-check for understanding upon completing the module, you will complete a short online assessment. Let's get started! Click the Start button to begin.

Multimedia:

Script: After logging in to Google Sites, your browser will open to the Google Sites page. On this page you will see the global navigation area, "Create" button, and "cancel" button. You will also see the "Select a template to use", "Browse the gallery for more" button, and the "Name your site" box. If we move our mouse up to the Gear Navigation ⚙ area and click on it, you will see that it reveals a list of site options and help. We will explore this area more in the next lesson.
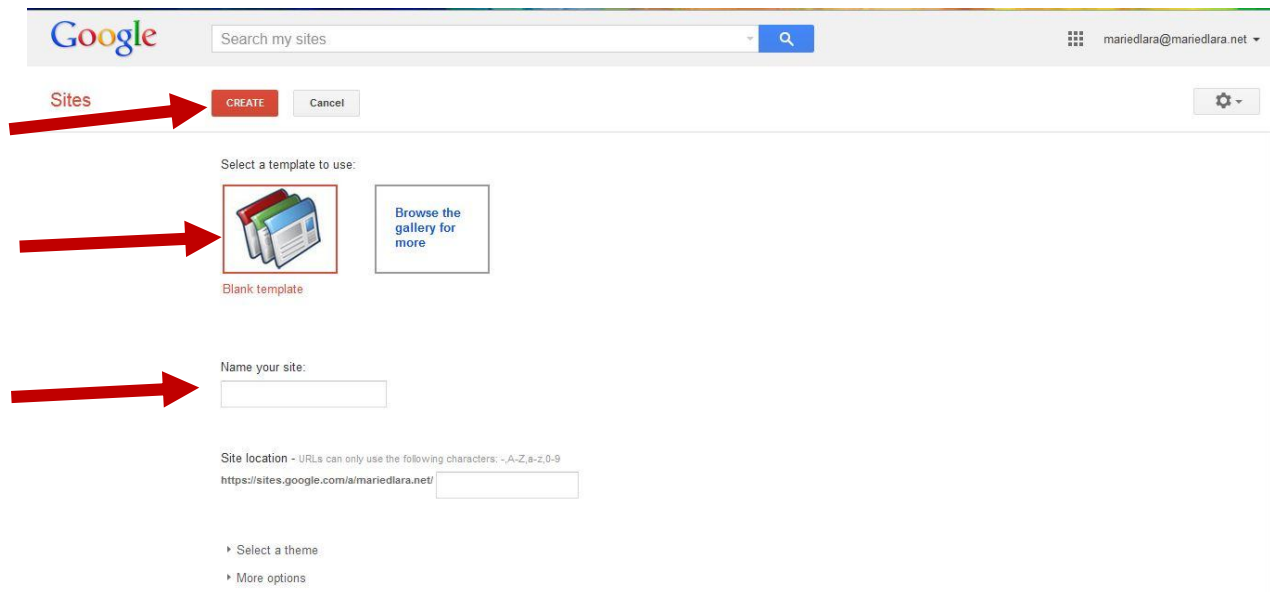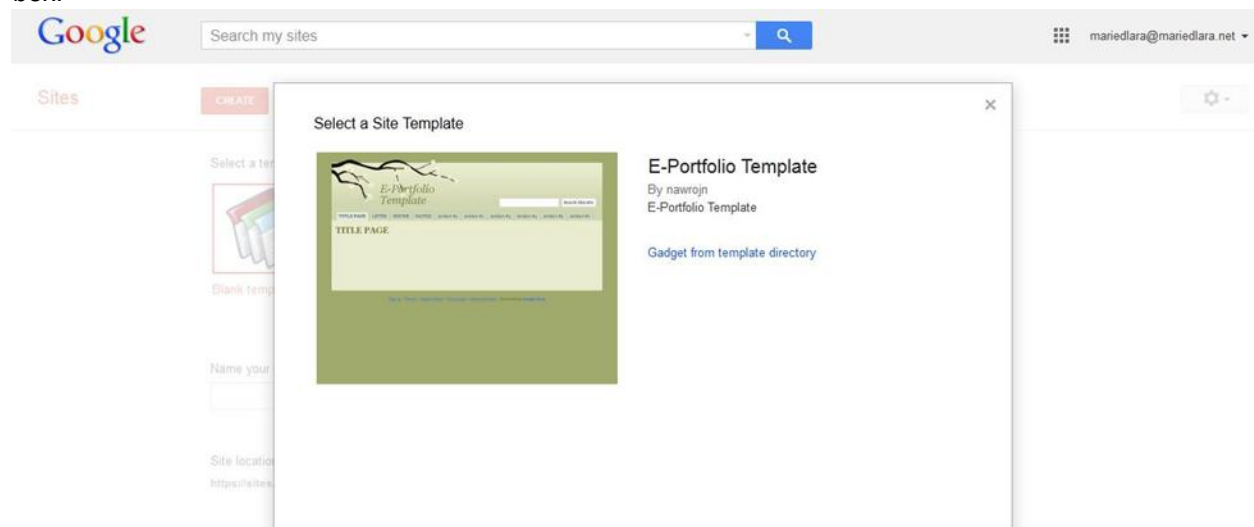
On the Google Sites page, you will find the template links so you may access the shell components and sample designs. The sample elements within a template can be removed and/or edited. You will see a wide array of template designs in each type or style of website design. We will focus on e-portfolio or digital portfolio templates. While certain templates have numerous placeholder sections, these can be removed, or edited. If you choose a blank template design, you may have a lot more work to do, in order to customize the design elements of your digital portfolio. You have numerous options available, in all types and styles. You also need to choose the name of your site at this time. Be sure to use the

 Create button to save your settings.

Now you begin. Click where you choose any template. To browse other designs, tab forward to the next box.

On the Google Sites page, click the 'Select a Site Template' button to add the template to your new page, or select Cancel or Back to Gallery to search other designs. After you "Select" your template, you will be taken back to the initial screen. You will need to "Name your Site" in order to "Create" **CREATE** the site. The site will instruct you to only use letters and numbers in the name of your site and tell you the url in order for you to share your work. Tab forward to the "Select a theme" if you want or need to change the color scheme of your template design. Next input the security code feature of Google Sites and scroll back up to the "Create Site" **CREATE** button as your new page becomes available.

- Note: On the off chance your chosen name is not available, you may need to make slight changes until you find one available.

Let's look for a minute at the Open More Actions Menu (m), - also known as the Gear Icon- which is one you will perhaps find to be very helpful. This menu has the links to almost every change, edit and sharing permissions you may wish to make. This menu will also take you to "help", "templates" and the "preview" feature, so you know what your portfolio looks like to visitors to your site. (If you decide to change your site's template later, all of your previous edits will be deleted.)

Many options can also be located via the pencil icon ; these are the "edit" features. These instructions include: edit text, add an image, document, presentation or calendar, for example. This tool is perhaps the one you will be most interested in using. This allows you to change the text, text size, font, font style and color. This tool is also used to add personal elements such as pictures and video files from YouTube (when previously uploaded into YouTube) and files from your Drive.
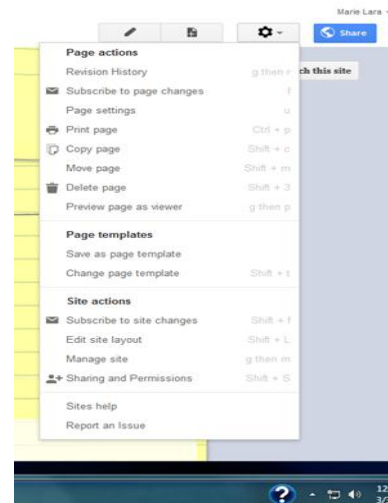
Finally, after making all these changes you wish, you need to click "Save"

Now you try. Click the pencil icon . After completing all the changes you wish to make, click the "Save" button.

Wrap up: This concludes our lesson on identifying and customizing settings on your Google Sites page! In the next section, you can check your understanding using the self-check activity.

Self-check Assessment

Instructions: A**ctivity:** In Google Sites choose a template from the e-portfolio templates option section. Add one additional page to your selected digital portfolio.

Assignment Rubric:

Criteria	Acceptable	Not Acceptable
Portfolio Creation	Successfully creates a site with a digital (or electronic) portfolio template without assistance. 5 points	Does not create nor saves a site or site name. 0 points
Edits one or more elements (Font, font style, text size, color, etc.)	Edits at least one element in their page of their portfolio and saves the changes or content. 5 points	Does not edit any feature on their page of their digital portfolio. 0 points

Lesson 2: Adding additional pages and components to your portfolio
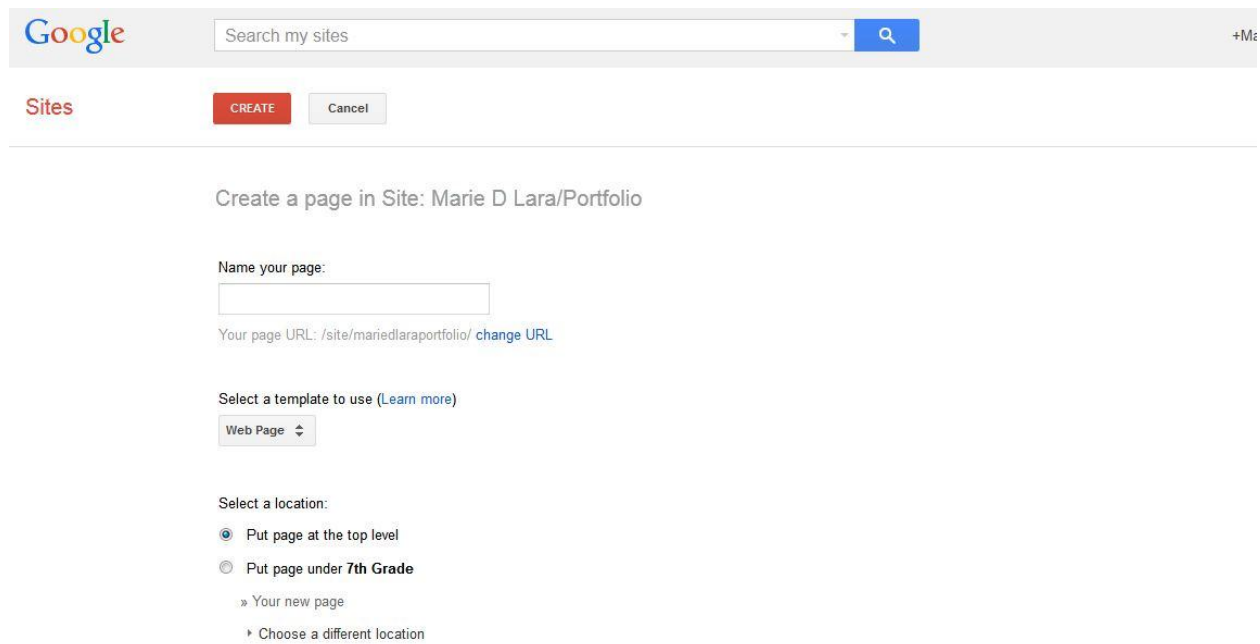
Lesson Overview:
In this lesson, you will learn how to add additional pages, including a "file cabinet", "web page", "announcements" or "list" style page. You will choose where to place this page; at the top level or under your "Home" page and you will also "name" this page as well. Upon completing the lesson, you are expected to be able to perform the following objective:

   Given a sequence of steps the student will add at least one page and design elements of this page without assistance.

To complete this module, you will view the interactive Lesson 2 video, which will offer opportunities for practice as you participate with it. After viewing the video, you will complete a short matching assessment to check for understanding. Click the Start button to begin.

Multimedia:

Script: If you remember from the previous lesson, there are three main buttons at the upper right hand corner of the main page to access editing features within your Google Site. One of these is the "add a page" icon, which is between the Open More Actions Menu (m), - also known as the Gear Icon- and the pencil icon, or "edit" button. This area is visible to you any time you have these features available to you. Next click the "add a page" icon, and a new menu opens up that asks you for a "name" for this page, a "style" or type of page you wish to create and to select a location; at the top level, or under your main page – or "home" page.

Now you try. Click "add a page" icon to open the new menu and tab to choose the "name of your new page."

Next choose the style or template to use for this page. Click on the arrows on the button. This could be a class page, such as Pre-AP Freshman English or a file cabinet type page, such as "Writing Samples", or any other you may need.

Choose a location – at the top level or under your "Home" page – Note it should be "under" at the point, unless you have created other pages.

Self-check Assessment

Instructions: A**ctivity:** In Google Sites add one additional page to your selected digital portfolio and choose a name, style and location for your page.

Assignment Rubric:

Criteria	Acceptable	Not Acceptable
Page Creation	Successfully creates an additional page within their digital portfolio without assistance. 5 points	Does not create nor saves an additional page and names the page. 0 points
Chooses a style and location for the page.	Appropriately chooses a style and location for their page. 5 points	Does not choose a style nor location for the page within the portfolio. 0 points

Lesson 3: Adding links and content, editing content &/or removing files

Overview: Now that you have learned how to add pages to your portfolio, let's explore how to begin adding content and character to your portfolio. When you are first set up with a blank template in Google Sites, it is not completely empty. In this multimedia lesson, you will learn the steps in adding links to your page(s) and content areas where you can add coursework and other content. Upon completing the lesson, you are expected to be able to perform the following objective:

> Following the steps shown, the learner will add a link and a content area to their page without assistance.

To complete this module, you will first view the Lesson 3 video. This interactive video will offer opportunities follow along as you view it. Click the Start button to begin.

Multimedia:

Script: In this lesson you will learn how to begin adding content to your portfolio. As you already know, your initial portfolio is completely empty unless you had content from a template design left or copied into it. Either way, you will want to customize the content to make it your own, and will use these same steps to do so.

First, to work in your portfolio, you will need to be sure the edit mode is set to ON. Then, to add content or links into your portfolio, you will use the "Insert" button that looks like a greater than sign next to the word- **Insert** >. Under this button you will see options for the things that can be added. Whatever you select here will show up as a link on the page menu for you or others to click. The things we will focus on in this lesson are links and content files.

Self-check Assessment

Instructions: A**ctivity:** In your digital portfolio add a link to a Google Map, Calendar, YouTube video or other suggested.

Assignment Rubric:

Criteria	Acceptable	Not Acceptable
Link Creation	Successfully locates and creates a link to other content without assistance. 5 points	Does not create a link to any known location. 0 points
Link Icon and description	Creates a link icon and describes the page or content. 5 points	Does not add any link icons within the digital portfolio and associated pages. 0 points

Wrap up: This concludes the lesson on adding tool links and content areas to your course. In the next lesson you will be learn about sharing access and reviewing digital safety procedures and guidelines.

Lesson 4: Digital Safety Procedures & limiting access

Overview: So far you have learned how to create the basic elements necessary for you to begin adding coursework to your portfolio. The course is still dealing with placing writing and files that are still a part of you. These may identify you and we must all be safe on the web. Upon completing the lesson, you are expected to be able to understand and know the following objective:

> Using the digital safety procedures and guidelines, the learner will select the necessary settings to limit access to portfolio content without assistance.

To complete this module, you will view the interactive Lesson 4 video, which will offer opportunities for practice as you participate with it.   Click the Start button to begin.

Multimedia:

Now that you have added some content let us review what we know about digital safety guidelines and procedures. If you look on each page, you will find a button that asks you if you wish to "publish" your page to be "Public on the web - Anyone on the Internet can find and view" and there is a button with the picture of the world like this - 🌐   Public on the web - Anyone on the Internet can find and view. This is to remind you to be safe and realize that many times individuals are more likely to reveal more than they wish to. It is best to keep the elements of your digital portfolio private and limit access to your teachers, parents and other students you may collaborate with on a limited basis.
You can always change or edit your settings if and when necessary.

Make sure when sharing documents, pages or specific areas with others and you only wish to share specific pages or content, that you select sharing on that page ONLY and do not open the entire site to that individual unless that is what you want to do.

 Self-check Assessment

Instructions: A**ctivity:** In your digital portfolio change the settings to "Anyone with the link can access. No sign-in required. Take a screen shot or print screen of this setting. And next change to private, "Only people explicitly granted permission can access. Sign-in required

Assignment Rubric:

Criteria	Acceptable	Not Acceptable
Sharing Settings	Successfully shares a link to other content without assistance. 5 points	Does not create a link to share a page or content. 0 points
Changes sharing settings to "Private"	Creates a screen shot or print screen that the settings have been changed. 5 points	Does not change the settings or does not send a screen shot of this task. 0 points

Wrap up: This concludes the lesson sharing access and digital safety and guidelines.

Wrap up: This concludes our instructional unit on the Basics of Google Sites. The steps you learned today are just the building blocks upon which you will continue to build and organize your digital portfolio in Google Sites.

Appendix 4: Follow-through Activities

Follow-through activities for this instructional unit include links and the following guide:
Google Sites Guide: The following three (3) page outline/guide.
Google Sites Help: https://support.google.com/sites/?hl=en#topic=1689606
Google Sites Forum: https://productforums.google.com/forum/#!forum/sites

Step 1 - Welcome to Google Sites

Whether you're creating a website for your business or setting up a site for your family, Google Sites makes it easy to get started.

For inspiration, check out these sample sites:

- [Club site](#)
- [Family website](#)
- [Classroom](#)
- [Company intranet](#)

Once you've created your site, you'll be able to:

- Create a custom website
- Upload and share content (photos, videos, calendars, slideshows, links to documents)
- Manage permissions to control who can see your site according to your needs

To get started, all you need is a Google Account. If you don't already have one, it only takes a few minutes to [create a Google Account](#).

Step 2 - Creating your site

1. **Sign in** at [sites.google.com](#).

2. Click the **Create** button.

3. **Select a template to use.** If this is your first website, we recommend choosing a simple template, for example the [classroom template](#).

If you decide to change your site's template later, all of your previous edits will be deleted. To save your content or photos you've uploaded from your original site, make a copy your site. Click **More** in the top-right corner and select **Manage site**. Then click **Copy this site**.

4. **Name your site.** Don't worry, you can always change your site's name later if you want to.
5. **Customize your URL.** All sites have the same basic URL but you can customize the last part:
   o https://sites.google.com/site/___

When you're creating a custom URL, keep these things in mind:

- o You can only use A-Z, a-z, 0-9
- o It can't be the same as an existing URL or Gmail username (unless it's your own)
6. **Choose a theme.** A theme automatically creates a background image, font style, and font colors for your site. If you leave this blank, your selected template will set this up for you. You can also change your theme or add to it after the site has been created.
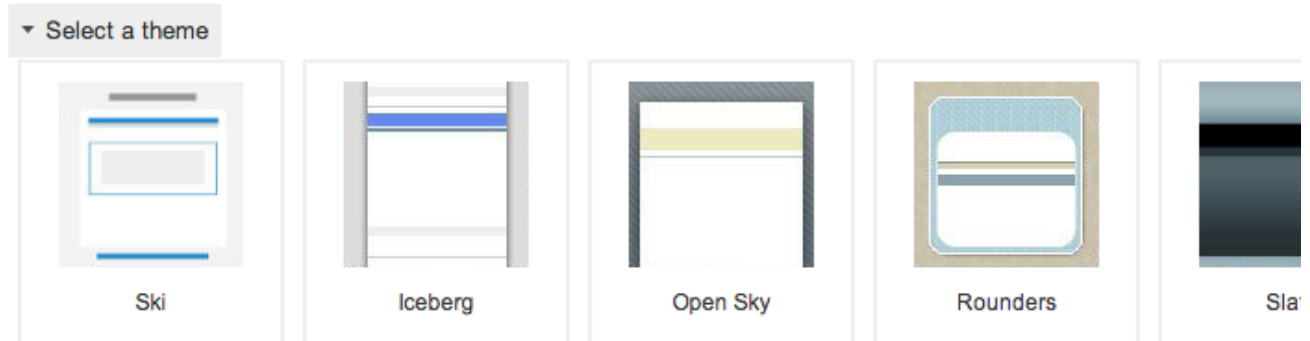
7. More options:
    - o **Site description** (optional) - Add a short description of your site to help people find your page.
    - o **Mature content** - Check this box if your site will include mature content that is only suitable for adults. For more information on Google Sites policies, please review the Sites policy page.
8. Click the Create button at the top of the screen to create your website.

Now that you've created your site, you can start adding text, images, videos and more.

Step 3 - Building and editing your site

As the owner of the site, you can add or edit text, upload images or videos, add new pages, or change the site's template or background theme.

Add text, photos and videos

1. Sign in to sites.google.com.
2. Go to your site's URL at https://sites.google.com/site/_____/. If you don't see the pencil icon at the top of the screen, click **Sign In** at the bottom of the page.
3. Go to the page you want to update.
4. Click the pencil icon. For the actions below, follow the appropriate instructions.

Action	Instructions
Edit text	You can add or change text, text size, font, font style, color, make lists and other changes to text.
Add an image	Go to **Insert** > Image.
Add a video	Go to **Insert** > YouTube. Note: Your video must be uploaded through YouTube.

| Add a document, presentation, calendar, or spreadsheet | Go to **Insert** > Drive and then choose the appropriate file type. |

5. Click **Save**.

Add a new page

You can add different kinds of pages to your site like a start page, announcement page, or a standard Web page.

1. Sign in to sites.google.com.
2. Go to your site's URL at https://sites.google.com/site/_____/. If you don't see the pencil icon at the top of the screen, click **Sign In** at the bottom of the page.
3. Click the   "new page" icon.
4. Select the page type you want to add.

Manage your site's settings

You can change your site's name, web address, site theme or template, and manage permissions of who can view and edit your site.

1. Sign in to sites.google.com.
2. Go to your site's URL at https://sites.google.com/site/_____/. If you don't see the pencil icon at the top of the screen, click **Sign In** at the bottom of the page.
3. Click **More** > Manage Site.
4. Make changes.
5. Click **Save**.

If you decide to change your site's template later, all of your previous edits will be deleted.

Step 4 - Site access

To share your new site with others, you need to give them permission to access your site.

Site viewing and editing permissions

You can allow everyone or only specific people to your site. Here's how:

1. Sign in to sites.google.com.
2. Go to your site at https://sites.google.com/site/_____/.
3. Click the   share button at the top right of your screen.
4. Click **Change...** to choose a different type of site permission. Click **Save** when finished.

Access options	Description

Public on the web	Anyone who has the URL or website address can find and view your site. No sign-in required.
Anyone with the link	Anyone who has the link can access. No sign-in required.
Shared privately	Only people explicitly granted permission can access. Sign-in required.

5. If you want to share your site with specific people or groups, enter their names or email addresses in the text box below "Invite people". Next to their name, you can choose an access level for these individuals. Once you have finished, click **Share & Save**.

Access level	Description
Can view	Only allows people to view the page but not make changes to it.
Can edit	Allows people to edit and make changes to site pages.
Is owner	This person can change anything on the site including the site's themes, templates and permissions. Owners can also delete the site.

Course Developer – Marie Dennany Lara
Email: mariedlara@gmail.com
Phone: 956-203-0301
Schedule one-on-one training sessions or contact me with questions.

Google Sites Help: https://support.google.com/sites/?hl=en#topic=1689606
Google Sites Forum: https://productforums.google.com/forum/#!forum/sites