GOOGLE CLASSROOMS REPORT

2020

Teacher and Family Experiences

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autism spectrum AUSTRALIA | Aspect Research Centre for Autism Practice

SUMMARY

A sample of Aspect parents, caregivers, and teachers were surveyed electronically. They were asked questions about their experience using Google Classroom during remote learning.

Did it work for your student(s)? What was hard about using Google Classroom? What was easy? What did you like? Would you use it again?

A total of 172 participants responded to the survey
- 99 parents/caregivers
- 73 teachers

Key Findings
1. Overall, teachers and families were positive about their experience with Google Classroom.
2. For teachers, main challenges included tracking student participation, supporting families who did not have access, and finding ways to assess.
3. Families that were able to use Google Classroom felt it was positive, although it required a considerable amount of parent involvement. A small percentage of families reported that their children could not access it at all. Recommendations based on these challenges are discussed.

GOOGLE CLASSROOM EXPERIENCES: TEACHERS

Who answered the survey?

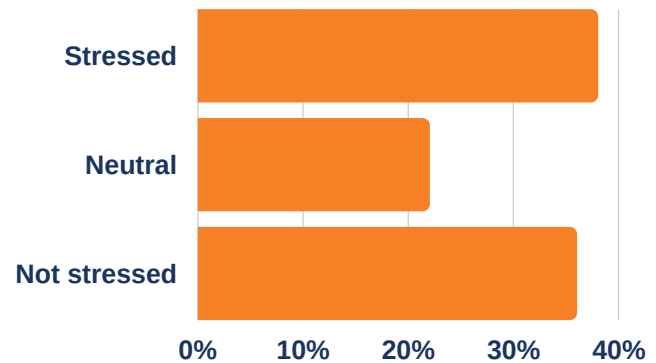**73** teachers completed the survey. The response rate was 25%.

Gender
Male	14
Female	52
Other/prefer not to answer	2

Primary teaching location
Base classroom	54%
Satellite classroom	46%

Teachers stress levels delivering education content using Google Classroom
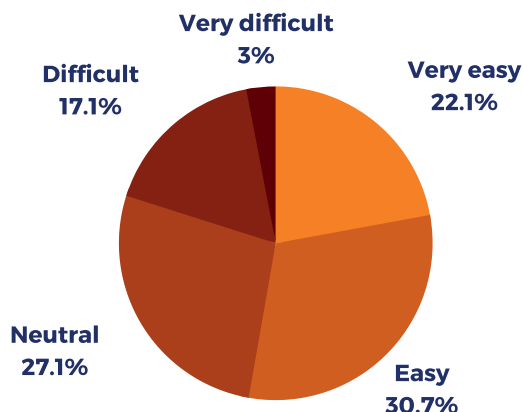

Providing educational content on Google Classroom

85% of teachers felt satisfied with the quality of educational content they were able to deliver. 12% were neutral. Only 1 teacher reported feeling 'very dissatisfied'.

57% of teachers reported they were confident delivering educational content using technology and Google Classroom.

Just over half of the teacher participants reported that it was easy or very easy to track participation. 20% reported difficulties.

87%

This was the first time using Google Classroom for 87% of teachers

65%

of teachers felt that Google Classroom is a 'parent-directed' tool compared to a "student-directed" tool.

How easy was it to track student participation?

Teachers were split on the ability to allow collaborative work using the tool, with only 51% saying that it was possible.

Teachers reported that approximately 80% of their students had access to Google Classroom. Of these, teachers reported 64% of students were engaged

SATISFACTION AND CHALLENGES OF USING GOOGLE CLASSROOM: TEACHERS

Beneficial features

For some teachers, the interactive components of Google Classrooms was a key positive feature.

"Engaging videos, adaptive worksheets and interactive digital websites and learning resources."

"Teachers can open up students' google docs and watch they type in answers."

Teachers felt Google Classroom allowed them to share the load.

"I think the sharing of resources is beneficial and a time saver for many. Our school has developed different ways for teachers to 'share the load' and collaborate with each other in delivering a program to our students . Google Classroom provided an excellent example for ways teachers can offer a true collaborative approach to teaching and learning."

Key Challenges

Some of the teachers commented that measuring engagement or true student participation was difficult.

68%

of teachers experienced challenges while using Google Classroom

"Students that were home often chose not to log on and participate in learning activities."

"Concerns some parents were completing the work"

Technical difficulties proved to be the a major challenge for teachers. This came in the form of navigating the technology themselves, supporting parents and students to use Google Classroom at home, or the availability of tools to be able to use it.

44%

of teachers reported they spent a 'moderate' to 'a great deal of time' dealing with technical issues

"I found that many parents struggled to assist their child with Google ed. I ran zoom seminars and still, some parents struggled. However the students were quite tech savvy and problem solved issues. Parents were great though with communicating with me if they had issues which I could troubleshoot over the phone."

"When entering Google Hangouts, my computer often froze. Zoom was much more reliable."

Teachers reported that not all student groups could access Google Classroom.

"Our particular students need extensive supports in place for them to access the curriculum effectively. Many supports requiring individual consideration."

Teachers discussed the following groups who could not access Google Classroom: Disengaged students, students who did not have parental support, students with low verbal comprehensive skills, kindy age, non-readers, higher support students, students with high gross motor needs.

GOOGLE CLASSROOM EXPERIENCES: FAMILIES

Who answered the survey?

99 parents and caregivers completed the survey. The response rate for families was 33%.

Gender

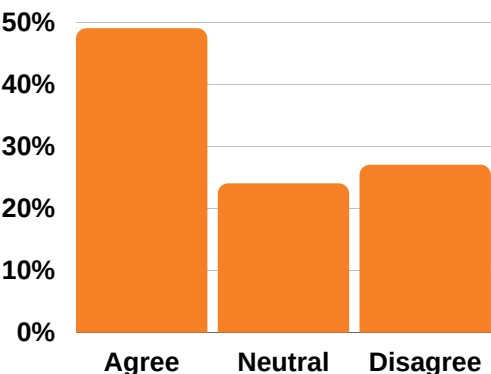|	
Female	76
Male	19
Unspecified	1

Occupation of parents/caregivers

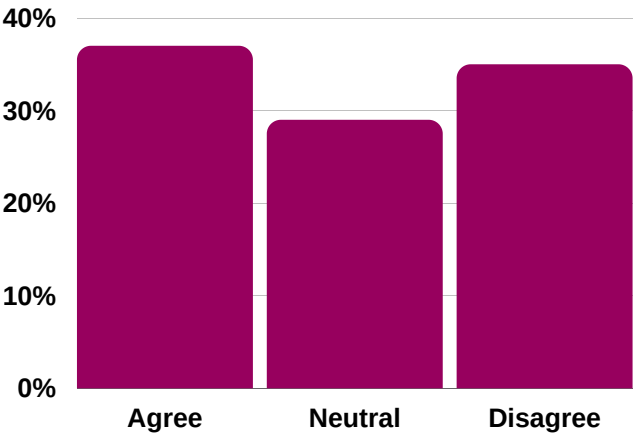|	
Working full time at home	22%
Working full time outside the home	12%
Working part time at home	14%
Working part time outside the home	11%
Studying	2%

The majority of the participating families indicated their child was able to successfully use Google Classroom (71%), whilst 29% reported they were not successful with using the program.

27% of families indicated they spent a 'moderate' to 'great deal' of time dealing with technical difficulties.

My child was very engaged with learning with Google Classroom

I felt stressed helping my child access educational content using Google Classroom

93%

This was the first time using Google Classroom for 93% of families

85%

of parents/caregivers said that Google Classroom required parent support

Approximately 70% of families felt 'satisfied' with their child's experiences using Google Classroom. 16% were neutral and 13% felt dissatisfied.

When asked if the educational content their child received was acceptable, 75% of parents/caregivers agreed, 15% were neutral and 10% disagreed.

SATISFACTION AND CHALLENGES OF USING GOOGLE CLASSROOM

Beneficial features

For some families, having their child being able to work at their own pace was a key benefit.

"Some students who don't cope with the school setting really benefited from being able to access classroom lessons and activities at home"

"(It works) for students who can work independently. Explicit instruction regarding the google applications and how they can be turned in on google classroom is needed. When students can do this independently, then yes, I agree it can be used a learning tool."

Other families found their child/children were more engaged with content being delivered with technology and taught them to problem solve as well.

"Student learning the technology and becoming very confident with it. Taking ownership of the work and learning new technical / computer skills."

"The PowerPoint type presentations were easy to follow. He liked the YouTube videos and games that were embedded in the presentations."

"He adapted well to the connectivity and staff accessibility Some of the glitches in process encouraged him to problem solve constructively and to approach study with a proactive mindset. The timely feedback ability (when staff could manage) helped keep focus on track"

Key Challenges

For parents some of the key challenges were keeping their child engaged, technological difficulties as well their child needing supervision and support to be able to complete work successfully.

"Sometimes links would not work properly, which wasted time and denied access to some activities."

"Hard to make him stay on the chair. I have a little girl so that was distracting too."

"It didn't work and we as parents felt helpless as we had to work and could not provide the best support possible for our son during COVID lock down."

"I have seen a regression in my child's learning since the step away from traditional teaching. We say reduce screens but...'here's a screen to learn on.'"

"(Google Classroom working) would depend entirely on whether the teachers were able to adequately keep the content and application relevant to each student's learning process and would require allocating sufficient time and technical support to allow them to incorporate this as a supportive tool within their available resources"

SUGGESTIONS FOR IMPROVEMENT

Teachers

"It would be useful to have dedicated staff to teach students at home using Google Classroom. Doing both is way too much work"

"Overall, I enjoyed the Google Classroom experience. However, for it to work effectively, we need to have more teacher training and have training sessions for families and explain future use of the platform."

"it shouldn't be 'made' to be used but should be an option for those who are more capable of using in"

"We need technology and onsite technological support to sustain any form of digital learning. Current equipment is outdated and having to submit technical request and wait for a response will not work in the classroom. If teachers need a plan B In case If technological. failure then they will not Consider plan ADOUBLE CHECK WORDING"
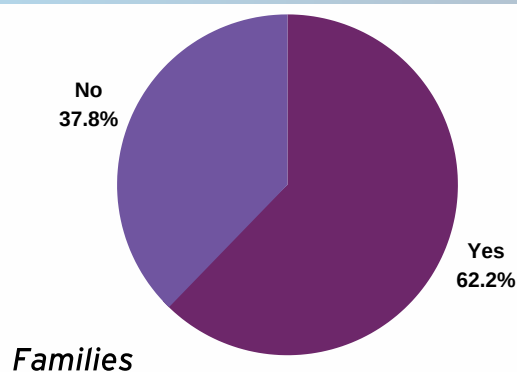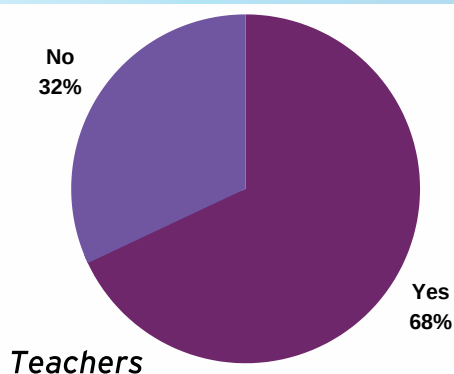
Families

"If restrictions were brought back in because of a second wave, then I'd suggest a structure where the lesson plans are posted a week in advance to give those without access to a printer time to organise the paperwork with plenty of notice. The work folder that was sent home with lots of printed activities helped immensely."

"I am concerned that while the use of technology continues in the classroom (post lockdown) my child does not have access to the class wi-fi and is having to hotspot his own data in order to do his online tasks."

"More interactive topic tests and feedback from teacher on those topic test results. For example, instead of giving the child the same exercise over and over again, if they master the topic quickly, give them something different or more challenging to work on. So the work is more individualised so the child is not getting bored and escaping work because it is too easy."

Should Google Classroom be used in the future as a supplement to face-to-face learning?

No 32%
Yes 68%

Teachers

No 37.8%
Yes 62.2%

Families

RECOMMENDATIONS

From the feedback provided by teachers and families, the following two recommendations can be made:

a) Upgrading technology and provision of adequate technological support

b) Introduction of teacher and parent training for using Google Classroom

BOTH teachers and families reported Google Classroom was the primary tool used during remote learning, but overwhelmingly, Seasaw, Zoom, and subject specific supports (like Reading Eggs, Math Seeds, Mathletics) were regularly incorporated and necessary.

CONCLUSIONS

Google classrooms has shown great potential for supporting remote learning. Overall, the responses were extremely positive and in support of Google Classroom as a tool. However it will be extremely important to have alternative options for those students and families who are not able to utilize Google Classroom effectively. In addition, teachers and families both felt more support was needed should Google Classroom become a regular tool.

"I definitely think there is a place for Google classroom to still be used within the classroom setting. I saw increased engagement from some of my students."

"(It would be perfect if it were to serve as) a place to put homework for families. A way to perform pre and post assessments to reduce writing anxiety. A place to submit work to families if the child is sick at home. A place to put notes and reminders up - easy to access and download in comparison to SeeSaw"

"It has its place. Though I believe face to face teaching is important... Less communication is required when some students are using Google Classroom. We want our students to communicate and express themselves. A balance would be good"