Technology Integration Assignment: New Teacher Training

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EDCI – 564-001

Original Professional Development Unit

Unit Topic:

Outlook, OneNote, and the Microsoft Surface

Objectives:

By the end of the unit, new teachers will be able to:

- utilize basic features of Outlook: Mail,
- utilize basic features of Outlook: Calendar,
- identify basic menu features in OneNote,
- create a OneNote Class Notebook,
- manage a OneNote Class Notebook, and
- dock their Surface to the projection system.

Overview:

The professional development unit is comprised of six face-to-face training sessions geared towards new staff members. The training includes professional development over the basics of Outlook 2016, OneNote 2016, and the Microsoft Surface. The trainer follows the outline of the session handout. With the projection of his/her screen, the trainer visually walks the attendee through outlined basics. If time permits, the trainer may instruct the attendees to practice the tools presented using a real-life example. Each training session lasts forty-five minutes, with an additional fifteen minutes for attendee questions.

Materials Needed:

Microsoft Surface (provided by attendee)

Session Handout (provided by the trainer)

Pens/Pencils

Outline/Schedule:

The days may be consecutive or spread out through several weeks. Historically, the six training sessions will take place during the first six weeks of school.

Day 1: (1 hour in total) *Outlook: Mail Basics*

Day 2: (1 hour in total) *Outlook: Calendar Basics*

Day 3: (1 hour in total) *Intro to OneNote*

Day 4: (1 hour in total) *Creating Class Notebooks in OneNote*

Day 5: (1 hour in total) *Overview of Class Notebooks in OneNote*

Day 6: (1 hour in total) *Docking Your Surface*

Lesson Resources:

Appendix A: *Outlook: Mail Basics* Handout

Appendix B: *Outlook: Calendar Basics* Handout

Appendix C: *Intro to OneNote* Handout

Appendix D: *Creating Class Notebooks in OneNote* Handout

Appendix E: *Overview of Class Notebooks in OneNote* Handout

Appendix F: *Docking Your Surface* Handout

Assessment:

- Verbal Questioning/Discussion
- Informal Observation

Follow-Up:

The trainer will email all attendees as a follow-up to the training session. The trainer will inquire as to if there are additional questions or concerns, and will offer to meet with the attendee if the attendee so desires.

SAMR Worksheet

REDIFINITION (new tasks, previously inconceivable)	In the updated professional development unit, a game-based learning component has been added to redefine the learning environment. Game-based learning thrives on personal choice, self-motivation, and time-sensitive tasks. On the other hand, face-to-face professional development is a systematic approach of scheduled content offered at specific times. Technology enhancement (through a OneNote staff notebook and the Microsoft Educator Community) allows the new teachers to work through professional development content at their own pace on their own schedule. Without technology, personal content choice and time management would be impossible.
MODIFICATION (significant task redesign)	Previously, new teachers were told to attend a series of introductory training sessions that covered OneNote, Outlook, and the Microsoft Surface. There were no distinctions made between new staff who had or did not have prior knowledge/skill sets related to any of the technologies covered

	in the trainings. This led to some new teachers attending unnecessary trainings and wasting valuable planning time. Also, the new teachers were required to attend the training when it was offered. There was no flexibility in training time. The updated professional development unit resolves the aforementioned two issues by creating a professional development system that allows for personal content choice and time management. The new professional unit requires that teachers complete five of the seven trainings; however, the teachers can choose which five to complete and when to complete them (given a final deadline).
AUGMENTATION (functional improvement)	The attendees (new teachers) often had trouble keeping track of the handouts provided during the professional development trainings. Since the trainings were face-to-face, but on different days, many attendees lost the step-by-step loose paper handouts. In the updated professional development unit, all training materials are housed in a OneNote staff notebook. The new teachers will now have all professional development documentation and links in one place. Creating/adding a OneNote staff notebook for loose paper handouts resolves the issue of lost handouts.
SUBSTITUTION (no functional change)	In the updated professional development unit, the technology-enhanced instruction has been substituted for face-to-face instruction. The same instruction will be available, but through a different avenue. There is no functional change in terms of training. What would have been offered historically in face-to-face trainings will still be offered with technology-enhanced professional development.
Unit/Lesson	The professional development unit is comprised of six face-to-face training sessions geared towards new staff members. The training includes professional development over the basics of

	Outlook 2016, OneNote 2016, and the Microsoft Surface. The trainer follows the outline of the session handout. With the projection of his/her screen, the trainer visually walks the attendee through outlined basics. If time permits, the trainer may instruct the attendees to practice the tools presented using a real-life example. Each training session lasts forty-five minutes, with an additional fifteen minutes for attendee questions.

Updated Professional Development Unit

Project Title:

New Teacher Training

Topic:

Technology Professional Development covering:

- Office 365
- OneNote
- Sway
- Office Mix
- Microsoft Teams
- Digital Inking with the Surface

- Windows 10

Target Population:

The target population is “new to the school” teachers. These teachers may be beginning the first year of their teaching career, or starting the twenty-fifth year of their teaching career. They may be technology novices, or technology geniuses. The population varies from vastly diverse at times to very similar at other times. Until the beginning of the training window it is impossible to guess the prior knowledge and experience of the group. Each teacher will individually complete the trainings of their choice, at a time that works well for them.

Curriculum Links:

The new teacher training curriculum professional development unit is a stand-alone training unit. Each summer brings the challenge of hiring several teachers. Often times, some of the teachers are not hired until just a few short weeks (or even das) before the start of the school year. There is no effective way to determine the prior knowledge and skill level of the new teacher population for the year. Because of this, the new professional development unit has built-in personal choice. Instead of requiring new teachers to complete specific trainings, the new teachers now have some choice as to the trainings they complete. Following the five-week training time-frame, there is no specified curriculum to follow. Future curriculum choices will be made after viewing new teacher feedback and full-staff inquiries/surveys of professional developments needs and desires.

Objectives:

By prior knowledge or completion of professional development activities, at the end of the unit new teachers will be able to:

- navigate and utilize the Office 365 online portal,
- understand how to create, use, and alter a OneNote notebook,
- create and share a Sway,
- create an instructional video using Office Mix,
- identify three workspaces with Microsoft Teams,
- utilizing digital inking in OneNote and InkSpace, and
- navigate through and identify characteristics of the Windows 10 anniversary update.

Materials/Time:

The only material necessary to complete each professional development session is the teacher's individual Microsoft Surface. Each new teacher will be working through the professional development unit on their own time, in the environment of their choice. The approximate completion time for each professional development lesson offered is forty-five minutes to one hour and fifteen minutes. Since there will be a final deadline set, teachers will need to utilize personal time management skills. The time frame allotted for the completion of five of seven offered professional development lessons is five weeks.

Scope & Sequence:

Note: *Due to organization restrictions set up for my school, I cannot share or grant access to the OneNote staff notebook utilized for the updated lesson plan (since Purdue and my school are*

different organizations within Office 365). Because of this security issue, I have attached Appendix G for a visual reference.

Each new teacher will have a personal professional development notebook within our school's technology professional development OneNote class notebook. Within the notebook, the new teachers will be directed to seven specific pages. (Appendix G shows the "Sway" page.) The pages contain a brief introduction about the technology tool, a few examples of the tool being used, and a link to the lesson (course) within the Microsoft Educatory Community, https://education.microsoft.com/ . To work through the lesson, the new teacher will select the link to the lesson and work through the instructional materials in the course. (The Microsoft Educator Sway lesson is Appendix H.) The instructional materials may include text, video, interactive presentations, examples, and exercises. At the end of the instruction, the new teacher will complete a summative assessment. In order to pass the lesson a score of 80% or higher must be achieved. The new teachers will be tasked with successfully completing five of the seven new teacher professional development trainings.

The links utilized for each training are below:

- Office 365
    - https://education.microsoft.com/GetTrained/Teacher-Academy-Office-365
- OneNote
    - https://education.microsoft.com/GetTrained/Introduction-to-OneNote
- Sway
    - https://education.microsoft.com/GetTrained/Introduction-to-Sway
- Office Mix

  - https://education.microsoft.com/GetTrained/Office-Mix-for-Teachers-Basics

- Microsoft Teams
  - https://education.microsoft.com/courses-and-resources/courses/introtomicrosoftteams
- Digital Inking with the Surface
  - https://education.microsoft.com/GetTrained/digital-inking-with-surface-pro
- Windows 10
  - https://education.microsoft.com/GetTrained/Introduction-to-Windows-10

Supplementary Materials:

All teachers are welcome to navigate through the Microsoft Educator Community to complete additional trainings. The Microsoft Educator Community navigated to through the supplied seven professional development lessons, or can be found at https://education.microsoft.com/ . Some of the supplementary lessons include, but are not limited to:

- Teaching with Technology 2016
- Creating a Digitally Inclusive Learning Environment
- 21st Century Learning Design
- Problem-Based Learning
- Amplifying Student Voice
- Introduction to Kodu
- Prepare to Teach Creative Coding Through Games
- Virtual Field Trips with Skype in the Classroom
- Teaching Sustainable Development Goals
- Building Global Citizens

Evaluation of Learners:

There is a brief summative assessment at the end of each lesson. Teacher's must achieve an 80%, or better, to pass the lesson. (The last image in Appendix H is an example of a screen shot of a completed assessment.) The teacher will not be credited with lesson completion until an 80% completion rate is visually verified. The teacher will take a screen shot of the assessment score and past it below "Record your …. Assessment Score:_____" (See bottom of Appendix G). The Digital Coach and/or building administrators will be checking teacher records regularly throughout the five-week completion window.

Evaluation of the Instruction:

Once a teacher has completed a lesson, he or she will have the opportunity to provide feedback regarding the lesson. The feedback will be collected using a Microsoft Form, and will focus on the teacher's needs, identified take-aways, and likelihood of use within the classroom. Feedback form link:

https://forms.office.com/Pages/ResponsePage.aspx?id=JRMdsh5LXEymfw-1omNmbiE6fbhjHbVIo19L5dwrRZRUQTdNWUJIWDBUOUFKVVM0MllPOVBJQ01HNi4u

Reflection

Historically, I have taken the route of personally training the entire school staff (new and veteran) in face-to-face scenarios. While face-to-face training allows for a more relational environment, I have found that it lacks in many other ways. Often times, training is irrelevant to the needs and desires of the teacher. Additionally, the set training dates and times are not always

(or even usually) convenient for most teachers. In this revised professional development unit, I tasked myself with finding solutions to the aforementioned training problems. The solution needed to include an organized method of training with personal choice.

While seeking solutions to these issues, I needed to keep in mind the importance or product over process. As Hamilton, Rosenburg, and Akcaogula (2016) state, "when integrating technology, the purpose of this integration should be on enhancing and support student learning" (p. 438). What is important is the end result. It was not about what I could create, but about what the learner would be gaining in the end. As a result, I chose to utilize trainings that were already created on the Microsoft Educator Community. This allowed me to redefine the training/learning process. Without the use of technology, and specifically the lessons provided by the Microsoft Educator Community, this redefinition would not be possible. The lessons and the technology platform that supports them has "helped place individual learners at the center of the learning enterprise" (Bush & Mott, 2009, p. 17). The modification and redefinition of this training unit supported the role of individual learners taking center stage.

While individualism and personal choice was of upmost importance to the revision of the professional development unit, I had to also consider how the teachers were going to verify that they had completed their choice of lessons. After reading *Formative and Stealth Assessment*, by Shute and Yoon (2014), I focused in on summative assessment. Summative assessment is not appropriate in all scenarios; however, it does provide "reliable data that can be used for accountability purposes at various levels and for various stakeholders" (p. 313). Each of the lessons provided in this professional development unit are introductory in nature. The assessment is not used to determine the learner's new ability to implement the tool, but rather

their introductory knowledge of the tool. The summative assessment is for accountability purposes in this instance.

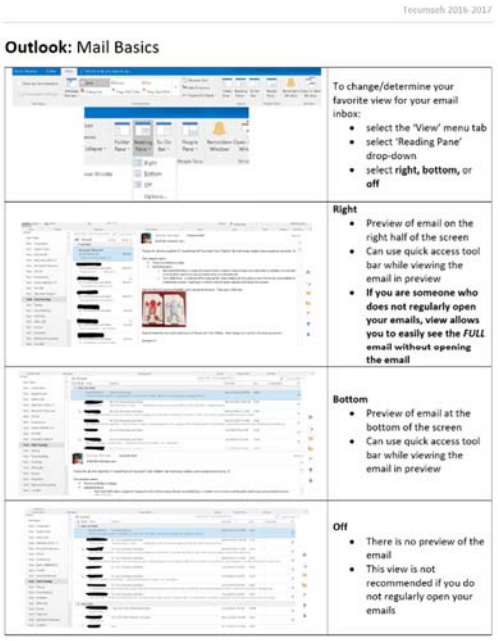
References

Bush, M. D., & Mott, J. D. (2009, March-April). The Transformation of Learning with Technology. *Educational Technology Magazine,* 3-20.

Hamilton, E. R., Rosenburg, J. M., & Akcaogula, M. (2016). The Substitution Augmentation Modification Refitinition (SAMR) Model: a Critical Review and Suggestions for its Use. *Tech Trends,* 60, 433-441. DOI 10.1007/s11528-016-0091-y

Shute, V. J., & Yoon, J. K. (2014). *Handbook of Research on Educational Communications and Technology.* J. M. Spencer et al. (eds.). New York, NY: Springer Science+Business Media.

Appendix A



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Outlook: Mail Basics

To change/determine your favorite view for your email inbox:

- select the 'View' menu tab
- select 'Reading Pane' drop-down
- select **right, bottom,** or **off**

Right

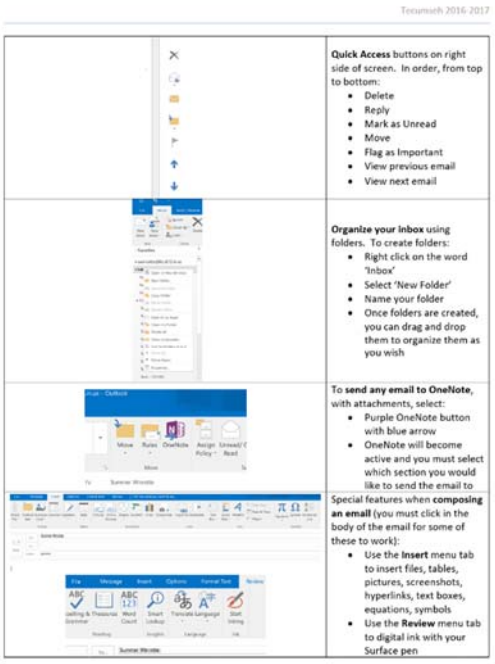
- Preview of email on the right half of the screen
- Can use quick access tool bar while viewing the email in preview
- **If you are someone who does not regularly open your emails, view allows you to easily see the *FULL* email without opening the email**

Bottom

- Preview of email at the bottom of the screen
- Can use quick access tool bar while viewing the email in preview

Off

- There is no preview of the email
- This view is not recommended if you do not regularly open your emails



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Quick Access buttons on right side of screen. In order, from top to bottom:

- Delete
- Reply
- Mark as Unread
- Move
- Flag as Important
- View previous email
- View next email

Organize your Inbox using folders. To create folders:

- Right click on the word 'Inbox'
- Select 'New Folder'
- Name your folder
- Once folders are created, you can drag and drop them to organize them as you wish

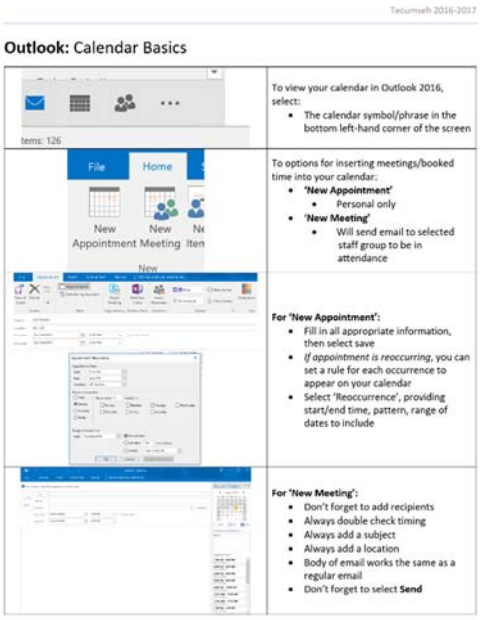
To **send any email to OneNote,** with attachments, select:

- Purple OneNote button with blue arrow
- OneNote will become active and you must select which section you would like to send the email to

Special features when **composing an email** (you must click in the body of the email for some of these to work):

- Use the **Insert** menu tab to insert files, tables, pictures, screenshots, hyperlinks, text boxes, equations, symbols
- Use the **Review** menu tab to digital ink with your Surface pen

Appendix B



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Outlook: Calendar Basics

To view your calendar in Outlook 2016, select:

- The calendar symbol/phrase in the bottom left-hand corner of the screen

To options for inserting meetings/booked time into your calendar:

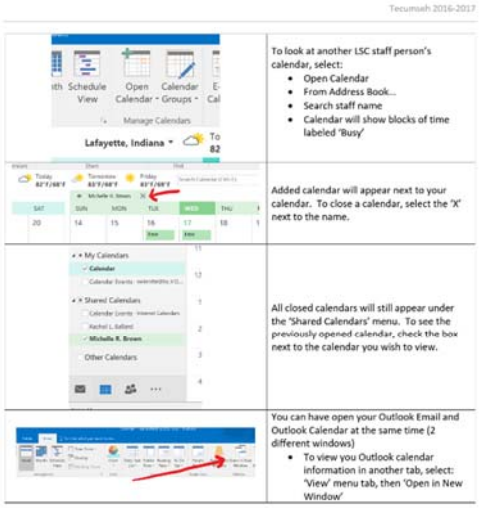
- **'New Appointment'**
  - Personal only
- **'New Meeting'**
  - Will send email to selected staff group to be in attendance

For 'New Appointment':

- Fill in all appropriate information, then select save
- *If appointment is reoccurring*, you can set a rule for each occurrence to appear on your calendar
- Select 'Reoccurrence', providing start/end time, pattern, range of dates to include

For 'New Meeting':

- Don't forget to add recipients
- Always double check timing
- Always add a subject
- Always add a location
- Body of email works the same as a regular email
- Don't forget to select **Send**



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To look at another LSC staff person's calendar, select:

- Open Calendar
- From Address Book...
- Search staff name
- Calendar will show blocks of time labeled 'Busy'

Added calendar will appear next to your calendar. To close a calendar, select the 'X' next to the name.

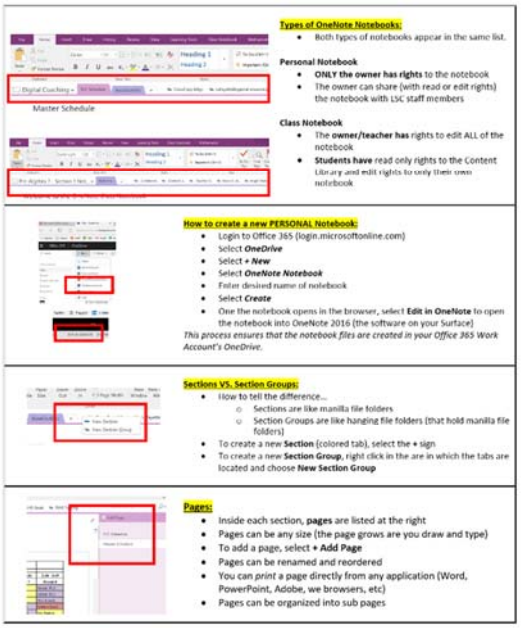
All closed calendars will still appear under the 'Shared Calendars' menu. To see the previously opened calendar, check the box next to the calendar you wish to view.

You can have open your Outlook Email and Outlook Calendar at the same time (2 different windows)

- To view you Outlook calendar information in another tab, select: 'View' menu tab, then 'Open in New Window'

Appendix C

Intro to OneNote



Types of OneNote Notebooks:

- Both types of notebooks appear in the same list.

Personal Notebook

- **ONLY the owner has rights** to the notebook
- The owner can share (with read or edit rights) the notebook with LSC staff members

Class Notebook

- The **owner/teacher has** rights to edit ALL of the notebook
- **Students have** read only rights to the Content Library and edit rights to only their own notebook

How to create a new PERSONAL Notebook:

- Login to Office 365 (login.microsoftonline.com)
- Select ***OneDrive***
- Select ***+ New***
- Select ***OneNote Notebook***
- Enter desired name of notebook
- Select ***Create***
- One the notebook opens in the browser, select **Edit in OneNote** to open the notebook into OneNote 2016 (the software on your Surface)

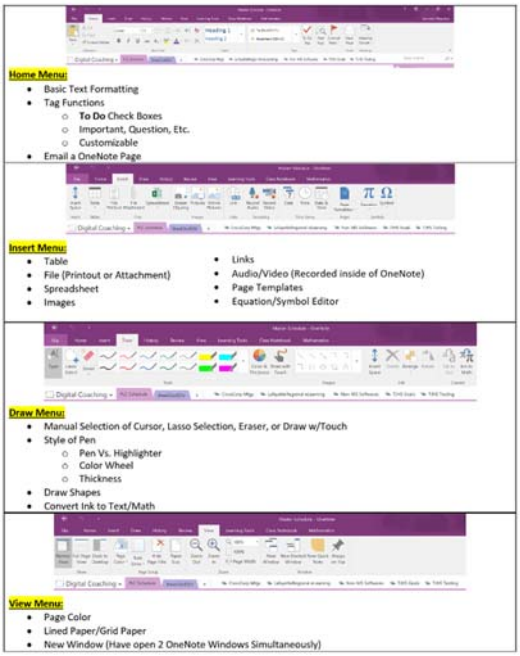
This process ensures that the notebook files are created in your Office 365 Work Account's OneDrive.

Sections VS. Section Groups:

- How to tell the difference...
  - Sections are like manilla file folders
  - Section Groups are like hanging file folders (that hold manilla file folders)
- To create a new **Section** (colored tab), select the + sign
- To create a new **Section Group**, right click in the are in which the tabs are located and choose **New Section Group**

Pages:

- Inside each section, **pages** are listed at the right
- Pages can be any size (the page grows are you draw and type)
- To add a page, select **+ Add Page**
- Pages can be renamed and reordered
- You can *print* a page directly from any application (Word, PowerPoint, Adobe, we browsers, etc)
- Pages can be organized into sub pages



Home Menu:

- Basic Text Formatting
- Tag Functions
  - **To Do** Check Boxes
  - Important, Question, Etc.
  - Customizable
- Email a OneNote Page

Insert Menu:

- Table
- File (Printout or Attachment)
- Spreadsheet
- Images
- Links
- Audio/Video (Recorded inside of OneNote)
- Page Templates
- Equation/Symbol Editor

Draw Menu:

- Manual Selection of Cursor, Lasso Selection, Eraser, or Draw w/Touch
- Style of Pen
  - Pen Vs. Highlighter
  - Color Wheel
  - Thickness
- Draw Shapes
- Convert Ink to Text/Math

View Menu:

- Page Color
- Lined Paper/Grid Paper
- New Window (Have open 2 OneNote Windows Simultaneously)

Appendix D

Creating **CLASS NOTEBOOKS** in OneNote

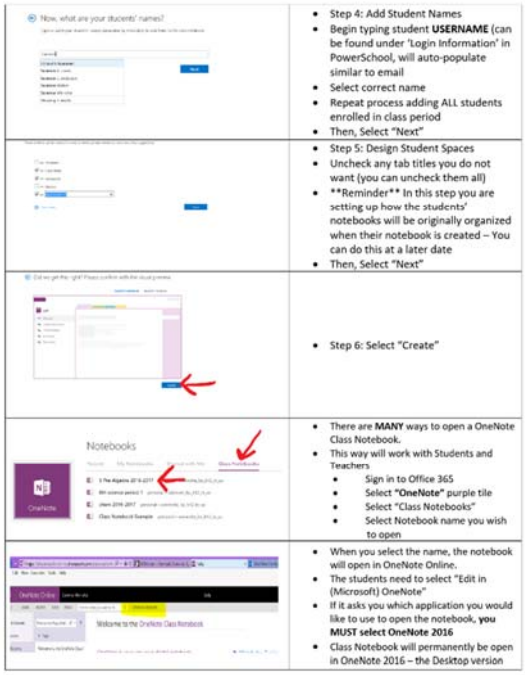
- Sign in to Microsoft Office Services (Office 365)
- ***Always select "Work or school account"***

- Select Waffle - square made up of 9 dots at the top of your screen

- Select Purple "Class Notebook" tile

- Select "Create a Class Notebook" – Left Blue Box

- Step 1: Add Notebook Name **(I would suggest adding 2016-2017 to the end of the name)**, then select "Next"
- Step 2: Notebook Overview, Select "Next"
- Step 3: Add Another Teacher, Select "Next"



- Step 4: Add Student Names
- Begin typing student **USERNAME** (can be found under 'Login Information' in PowerSchool, will auto-populate similar to email
- Select correct name
- Repeat process adding ALL students enrolled in class period
- Then, Select "Next"

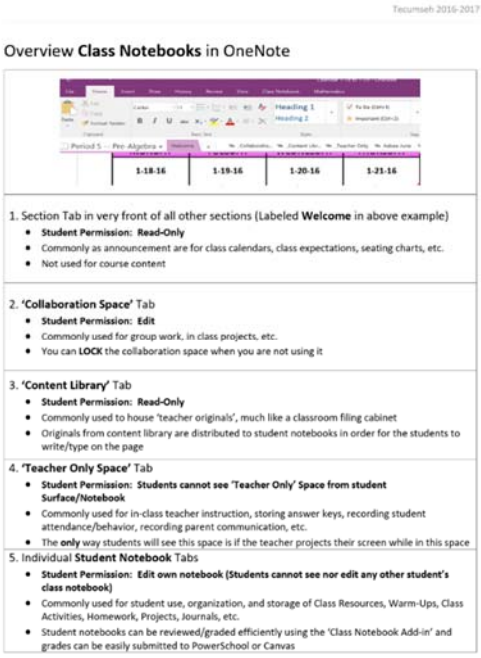
- Step 5: Design Student Spaces
- Uncheck any tab titles you do not want (you can uncheck them all)
- **Reminder** In this step you are setting up how the students' notebooks will be originally organized when their notebook is created – You can do this at a later date
- Then, Select "Next"

- Step 6: Select "Create"

- There are **MANY** ways to open a OneNote Class Notebook.
- This way will work with Students and Teachers.
  - Sign in to Office 365
  - Select **"OneNote"** purple tile
  - Select "Class Notebooks"
  - Select Notebook name you wish to open

- When you select the name, the notebook will open in OneNote Online.
- The students need to select "Edit in (Microsoft) OneNote"
- If it asks you which application you would like to use to open the notebook, **you MUST select OneNote 2016**
- Class Notebook will permanently be open in OneNote 2016 – the Desktop version

Appendix E



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Overview **Class Notebooks** in OneNote

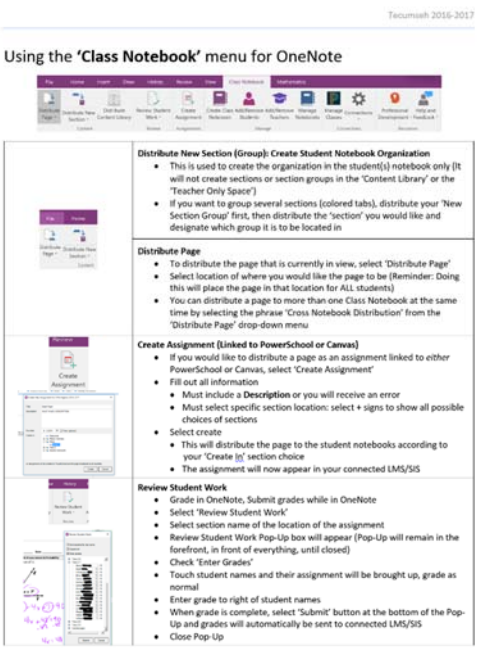
1. Section Tab in very front of all other sections (Labeled **Welcome** in above example)
   - **Student Permission: Read-Only**
   - Commonly as announcement are for class calendars, class expectations, seating charts, etc.
   - Not used for course content

2. **'Collaboration Space'** Tab
   - **Student Permission: Edit**
   - Commonly used for group work, in class projects, etc.
   - You can **LOCK** the collaboration space when you are not using it

3. **'Content Library'** Tab
   - **Student Permission: Read-Only**
   - Commonly used to house 'teacher originals', much like a classroom filing cabinet
   - Originals from content library are distributed to student notebooks in order for the students to write/type on the page

4. **'Teacher Only Space'** Tab
   - **Student Permission: Students cannot see 'Teacher Only' Space from student Surface/Notebook**
   - Commonly used for in-class teacher instruction, storing answer keys, recording student attendance/behavior, recording parent communication, etc.
   - The **only** way students will see this space is if the teacher projects their screen while in this space

5. Individual **Student Notebook** Tabs
   - **Student Permission: Edit own notebook (Students cannot see nor edit any other student's class notebook)**
   - Commonly used for student use, organization, and storage of Class Resources, Warm-Ups, Class Activities, Homework, Projects, Journals, etc.
   - Student notebooks can be reviewed/graded efficiently using the 'Class Notebook Add-in' and grades can be easily submitted to PowerSchool or Canvas



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Using the **'Class Notebook'** menu for OneNote

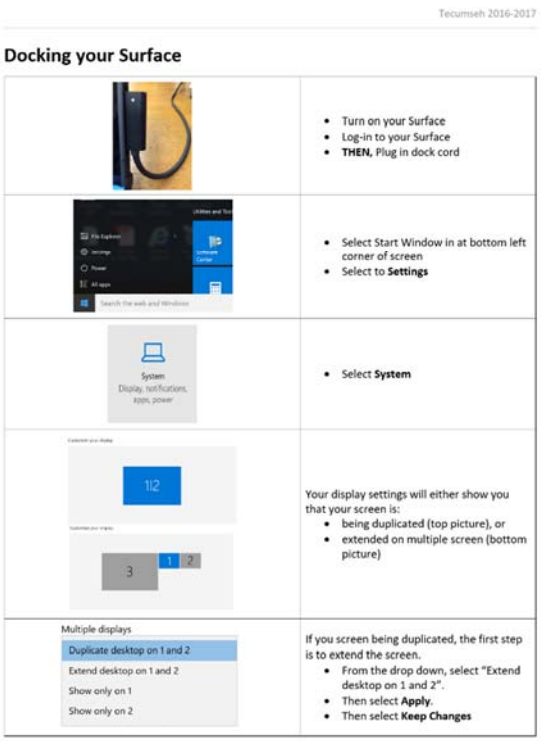
Distribute New Section (Group): Create Student Notebook Organization
- This is used to create the organization in the student(s) notebook only (It will not create sections or section groups in the 'Content Library' or the 'Teacher Only Space')
- If you want to group several sections (colored tabs), distribute your 'New Section Group' first, then distribute the 'section' you would like and designate which group it is to be located in

Distribute Page
- To distribute the page that is currently in view, select 'Distribute Page'
- Select location of where you would like the page to be (Reminder: Doing this will place the page in that location for ALL students)
- You can distribute a page to more than one Class Notebook at the same time by selecting the phrase 'Cross Notebook Distribution' from the 'Distribute Page' drop-down menu

Create Assignment (Linked to PowerSchool or Canvas)
- If you would like to distribute a page as an assignment linked to *either* PowerSchool or Canvas, select 'Create Assignment'
- Fill out all information
  - Must include a **Description** or you will receive an error
  - Must select specific section location: select + signs to show all possible choices of sections
- Select create
  - This will distribute the page to the student notebooks according to your 'Create In' section choice
  - The assignment will now appear in your connected LMS/SIS

Review Student Work
- Grade in OneNote, Submit grades while in OneNote
- Select 'Review Student Work'
- Select section name of the location of the assignment
- Review Student Work Pop-Up box will appear (Pop-Up will remain in the forefront, in front of everything, until closed)
- Check 'Enter Grades'
- Touch student names and their assignment will be brought up, grade as normal
- Enter grade to right of student names
- When grade is complete, select 'Submit' button at the bottom of the Pop-Up and grades will automatically be sent to connected LMS/SIS
- Close Pop-Up

Appendix F



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Docking your Surface

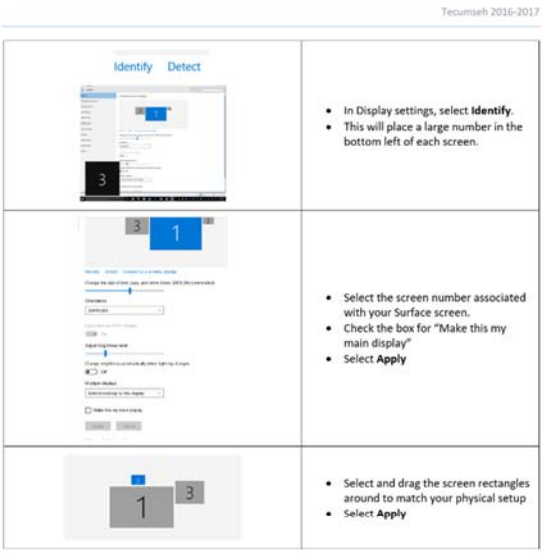
- Turn on your Surface
- Log-in to your Surface
- **THEN,** Plug in dock cord

- Select Start Window in at bottom left corner of screen
- Select to **Settings**

- Select **System**

Your display settings will either show you that your screen is:
- being duplicated (top picture), or
- extended on multiple screen (bottom picture)

If you screen being duplicated, the first step is to extend the screen.
- From the drop down, select "Extend desktop on 1 and 2".
- Then select **Apply.**
- Then select **Keep Changes**



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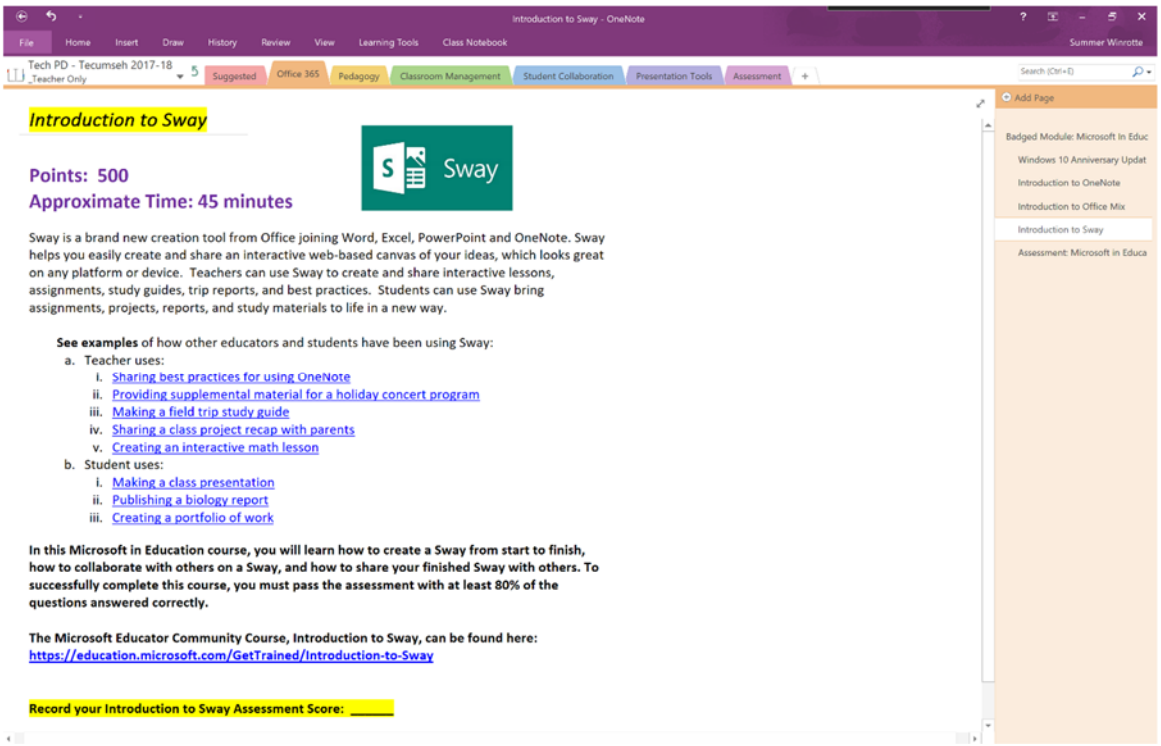
- In Display settings, select **Identify.**
- This will place a large number in the bottom left of each screen.

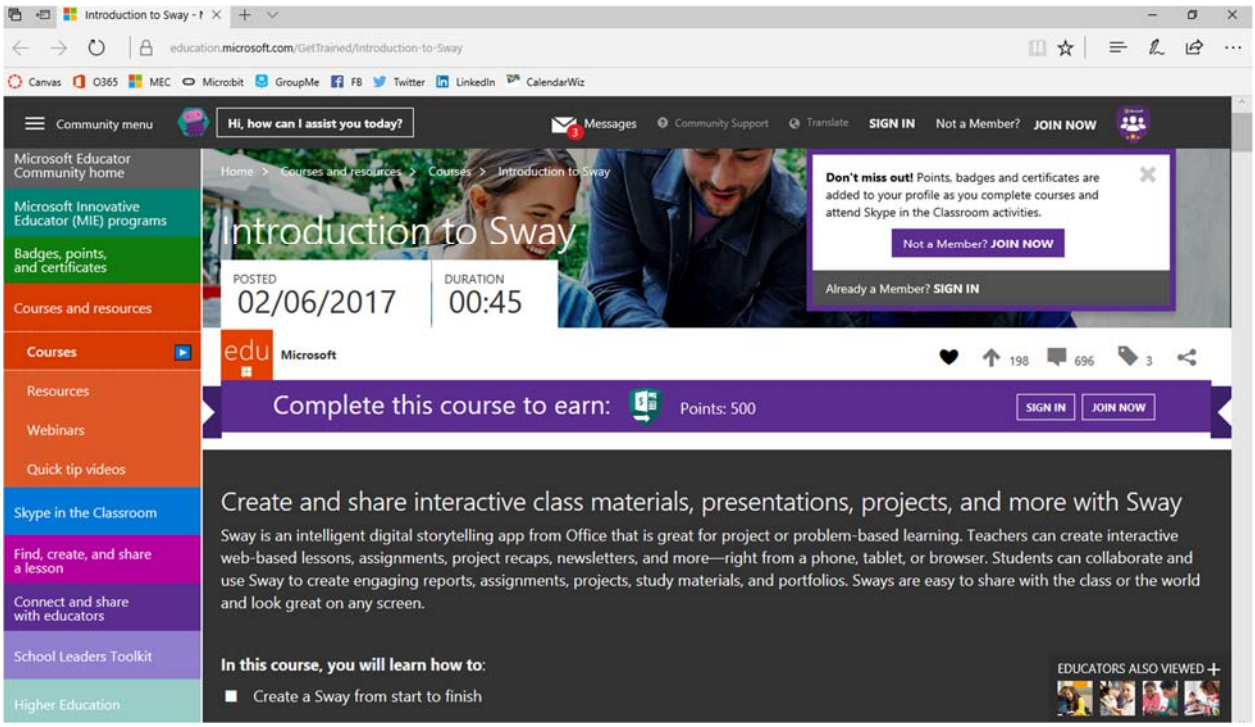
- Select the screen number associated with your Surface screen.
- Check the box for "Make this my main display"
- Select **Apply**

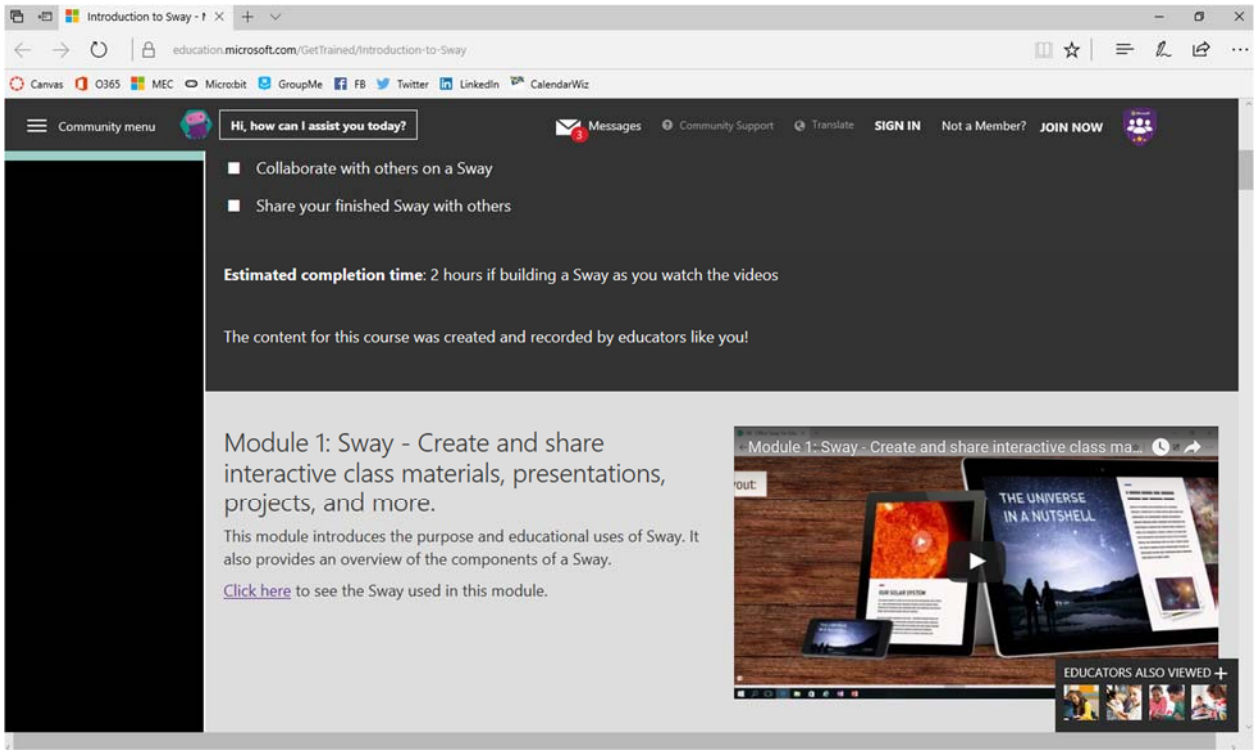
- Select and drag the screen rectangles around to match your physical setup
- Select **Apply**

Appendix G



Appendix H

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Hi, how can I assist you today?
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Community Support
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SIGN IN
Not a Member?
JOIN NOW
Collaborate with others on a Sway
Share your finished Sway with others
Estimated completion time: 2 hours if building a Sway as you watch the videos
The content for this course was created and recorded by educators like you!
Module 1: Sway - Create and share interactive class materials, presentations, projects, and more.
This module introduces the purpose and educational uses of Sway. It also provides an overview of the components of a Sway.
Click here to see the Sway used in this module.
Module 1: Sway - Create and share interactive class ma...
THE UNIVERSE IN A NUTSHELL
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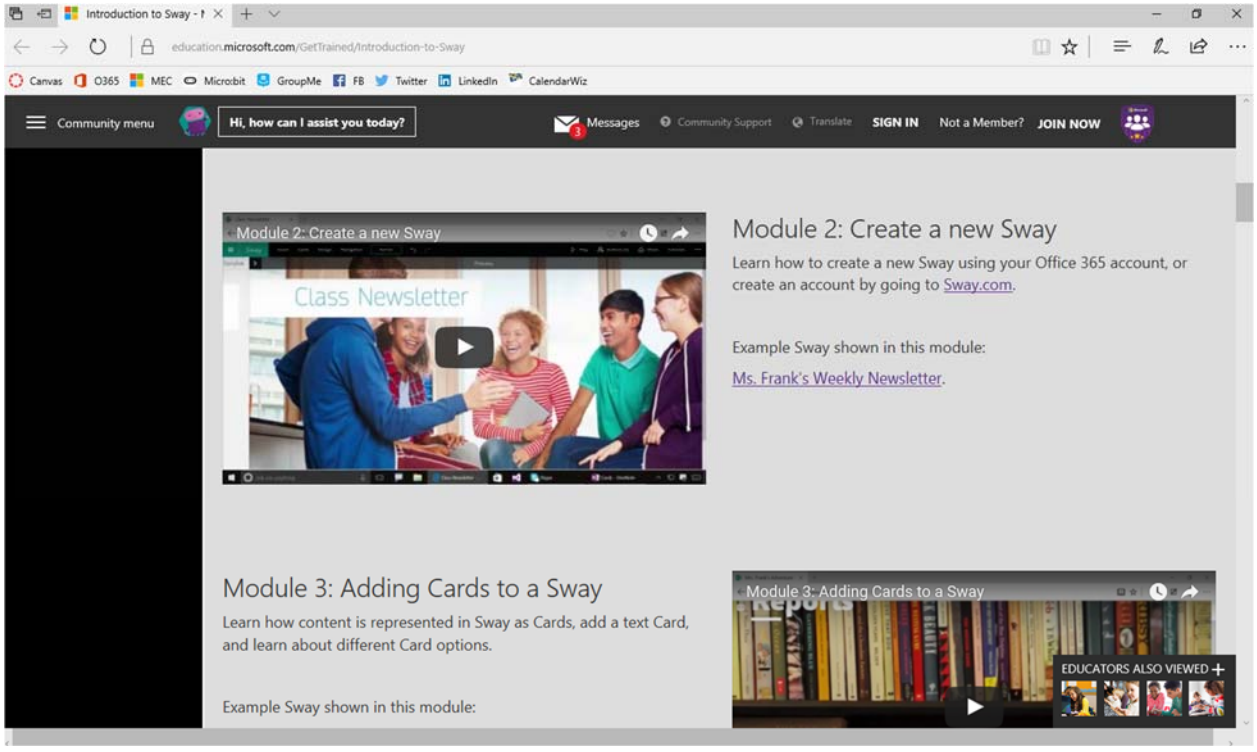
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Module 2: Create a new Sway
Class Newsletter
Module 2: Create a new Sway
Learn how to create a new Sway using your Office 365 account, or create an account by going to Sway.com.
Example Sway shown in this module:
Ms. Frank's Weekly Newsletter.
Module 3: Adding Cards to a Sway
Learn how content is represented in Sway as Cards, add a text Card, and learn about different Card options.
Example Sway shown in this module:
Module 3: Adding Cards to a Sway
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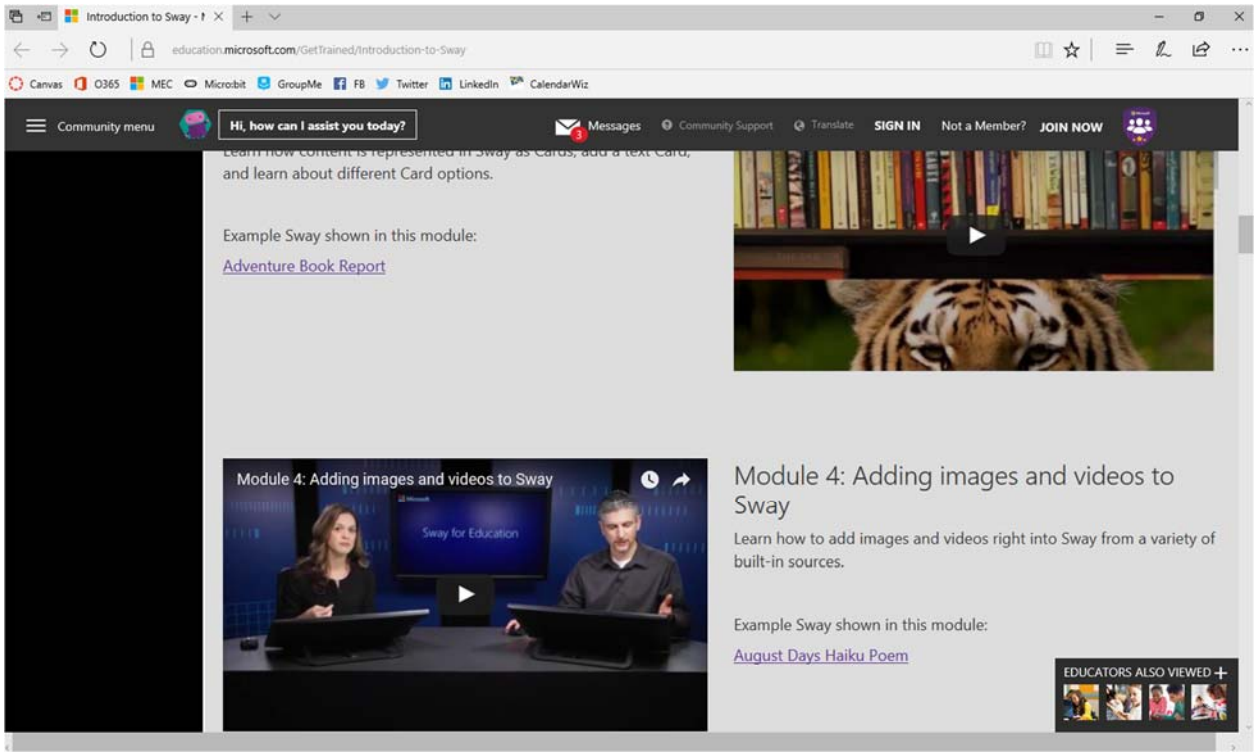
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and learn about different Card options.
Example Sway shown in this module:
Adventure Book Report
Module 4: Adding images and videos to Sway
Sway for Education
Module 4: Adding images and videos to Sway
Learn how to add images and videos right into Sway from a variety of built-in sources.
Example Sway shown in this module:
August Days Haiku Poem
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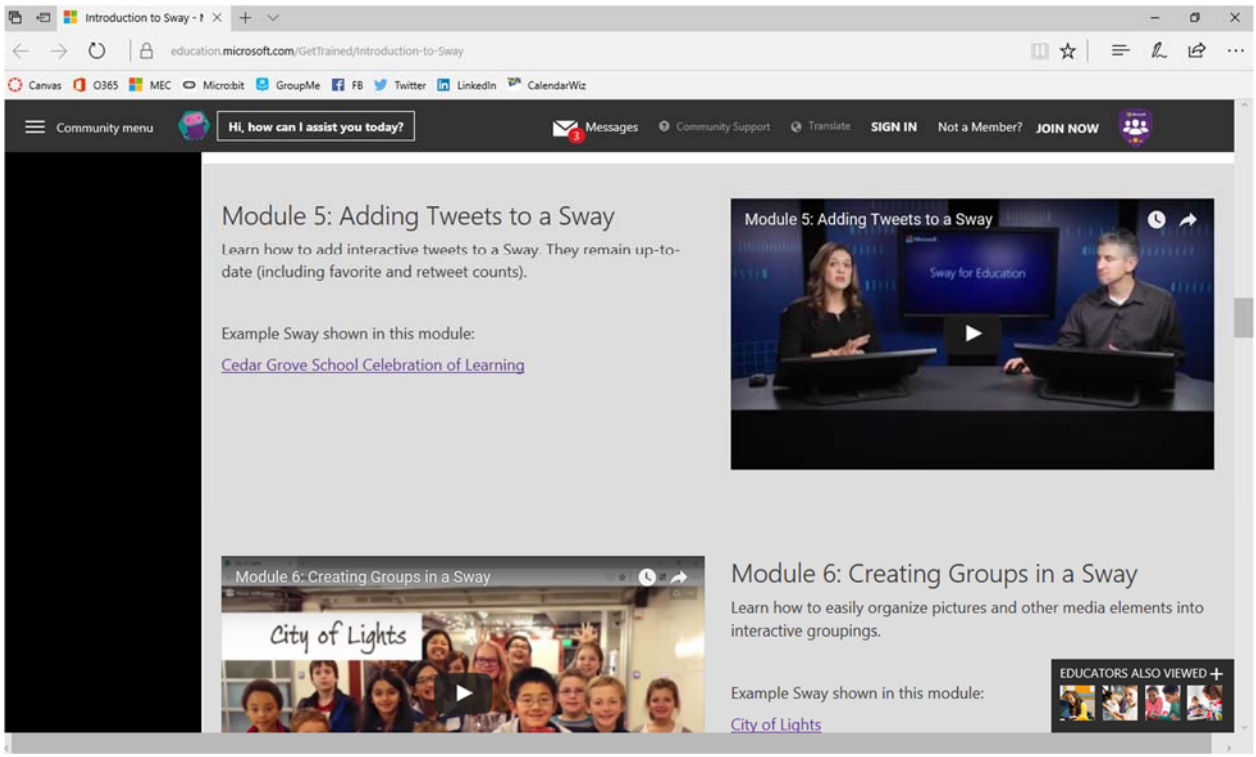
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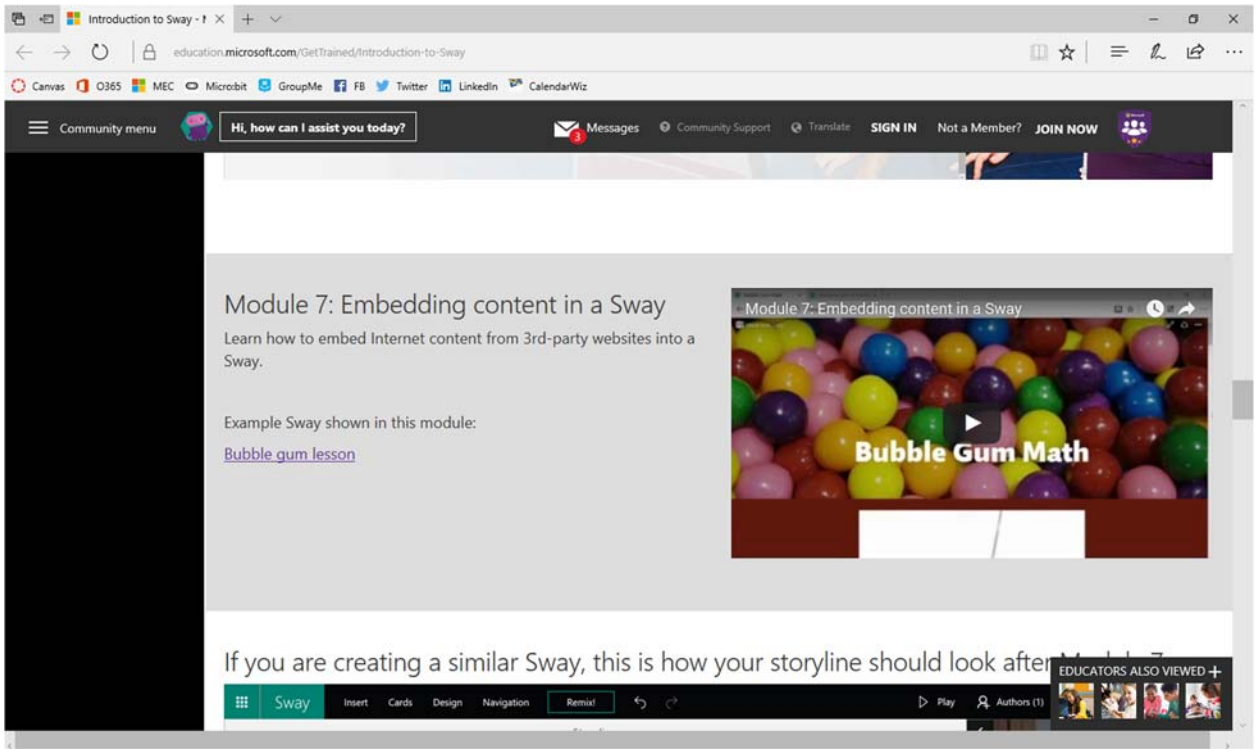
JOIN NOW
Module 5: Adding Tweets to a Sway
Learn how to add interactive tweets to a Sway. They remain up-to-date (including favorite and retweet counts).
Example Sway shown in this module:
Cedar Grove School Celebration of Learning
Module 5: Adding Tweets to a Sway
Sway for Education
Module 6: Creating Groups in a Sway
City of Lights
Module 6: Creating Groups in a Sway
Learn how to easily organize pictures and other media elements into interactive groupings.
Example Sway shown in this module:
City of Lights
EDUCATORS ALSO VIEWED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Module 7: Embedding content in a Sway
Learn how to embed Internet content from 3rd-party websites into a Sway.
Example Sway shown in this module:
Bubble gum lesson
Module 7: Embedding content in a Sway
Bubble Gum Math
If you are creating a similar Sway, this is how your storyline should look after
Sway
Insert
Cards
Design
Navigation
Remix!
Play
Authors (1)
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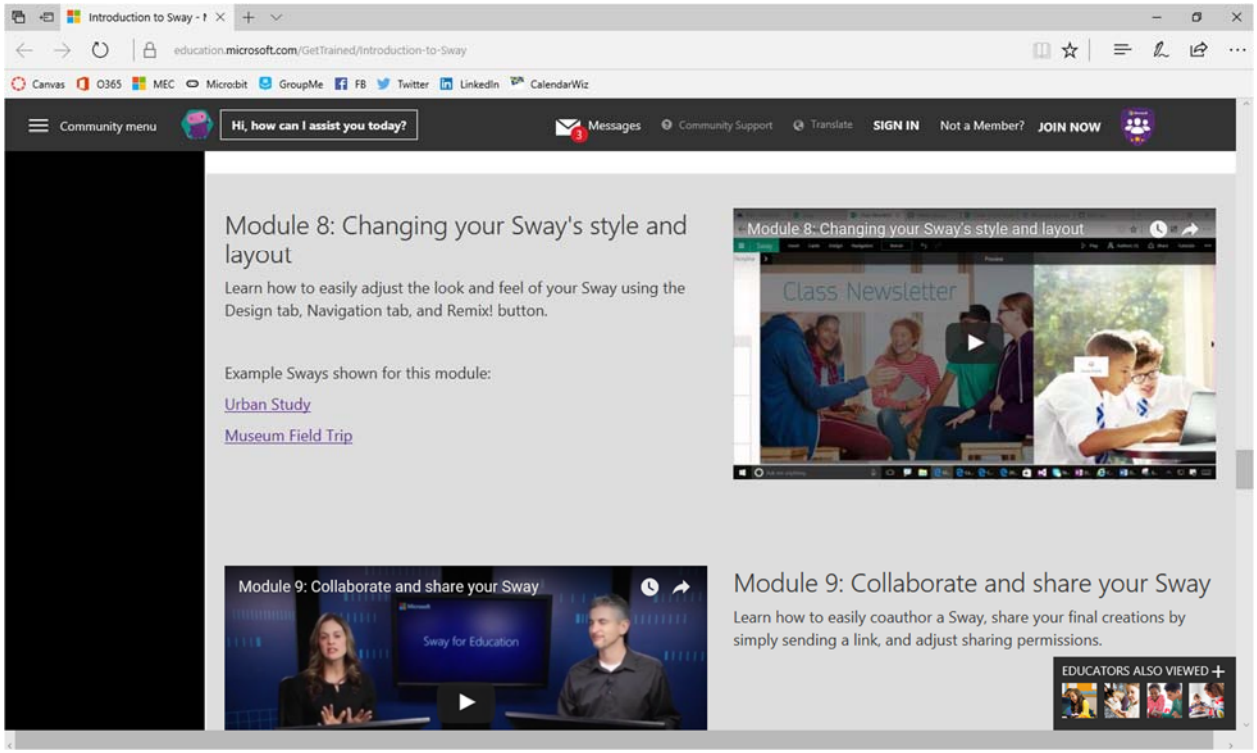
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JOIN NOW
Module 8: Changing your Sway's style and layout
Learn how to easily adjust the look and feel of your Sway using the Design tab, Navigation tab, and Remix! button.
Example Sways shown for this module:
Urban Study
Museum Field Trip
Module 8: Changing your Sway's style and layout
Class Newsletter
Module 9: Collaborate and share your Sway
Sway for Education
Module 9: Collaborate and share your Sway
Learn how to easily coauthor a Sway, share your final creations by simply sending a link, and adjust sharing permissions.
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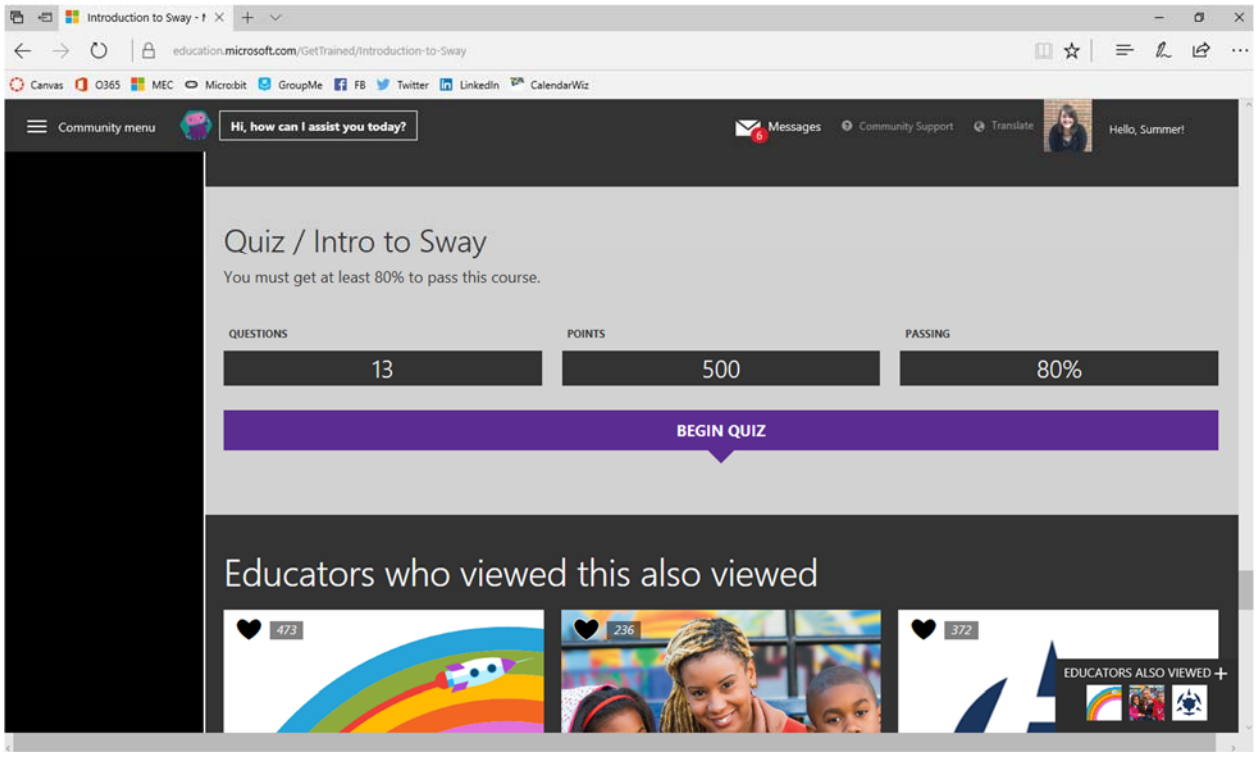
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Hi, how can I assist you today?
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Translate
Hello, Summer!
Quiz / Intro to Sway
You must get at least 80% to pass this course.
QUESTIONS
13
POINTS
500
PASSING
80%
BEGIN QUIZ
Educators who viewed this also viewed
473
236
372
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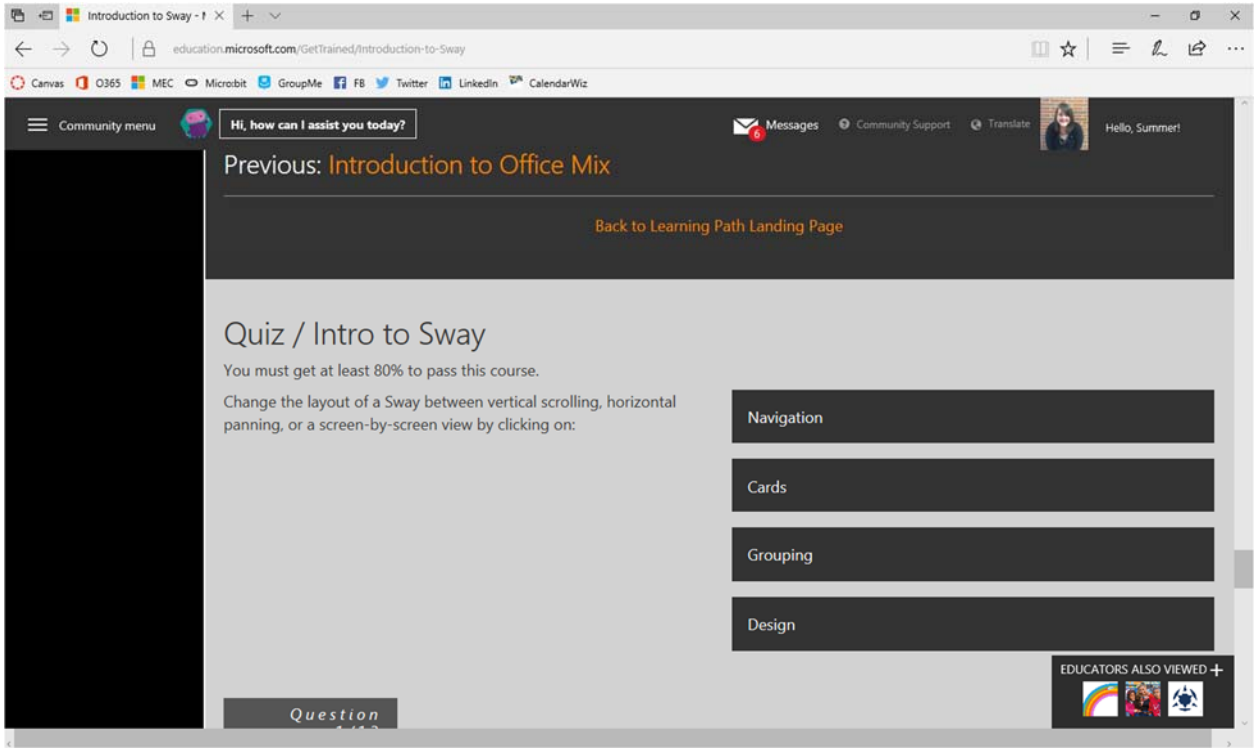
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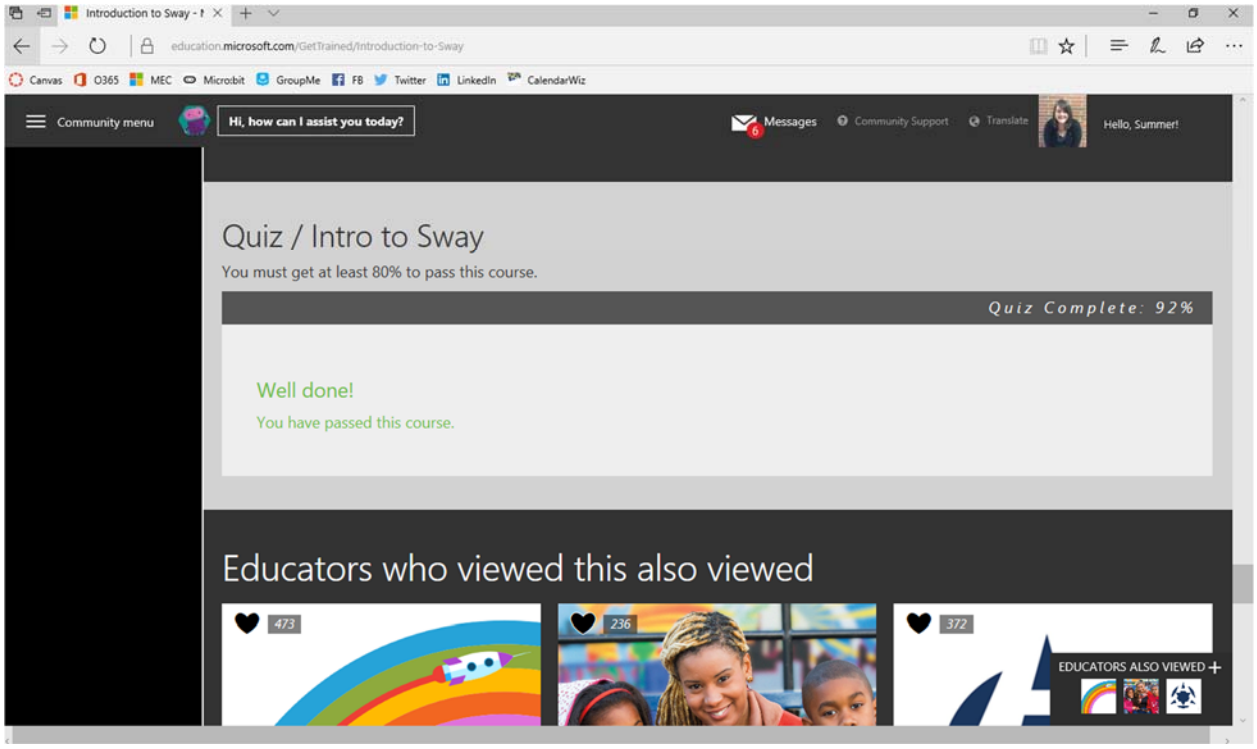
Translate
Hello, Summer!
Previous: Introduction to Office Mix
Back to Learning Path Landing Page
Quiz / Intro to Sway
You must get at least 80% to pass this course.
Change the layout of a Sway between vertical scrolling, horizontal panning, or a screen-by-screen view by clicking on:
Navigation
Cards
Grouping
Design
EDUCATORS ALSO VIEWED
Question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CalendarWiz
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Hello, Summer!
Quiz / Intro to Sway
You must get at least 80% to pass this course.
Quiz Complete: 92%
Well done!
You have passed this course.
Educators who viewed this also viewed
473
236
372
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