KISSING BY THE DOCS

Rediscover a Love of Writing with Google Docs

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● Google Docs
● Google’s Word Processor
● Real-time
Why Docs?

- Intrinsic motivation for writing
- Collaboration in **real time**
  - Partner work / Group work (reading charts)
  - Peer reviews / feedback
- Instructor / Peer **Feedback**
  - Essay comments / paraphrasing feedback
- Media embedding and play-back
  - Interactive documents (digital prompts)
- Schoolwide use (Higher Ed; K-12)
- Autosave / autostore
Core Functionality

- Word Processing (duh)
- Annotation
- Correction Symbols
- Notes
- Collaborative writing
- Chat
- Drafting
- Etc...
Ixchell's students working collaboratively on an interactive worksheet.
Google Tools
Extensions & Add-ons
“Extensions are mini programs that modify and enhance the functionality of the Google Chrome browser. They extend Google Chrome’s abilities by adding a button next to the address bar, which applies to the current website being viewed.” - EdSurge
Draftback is a Chrome Extension that lets you play back any Google Doc’s revision history.

Imagine being able to look over your student’s shoulder as they are writing and see what’s going on with their writing process.
Beeline helps students (and teachers) read more efficiently by reducing distractions and focusing on coordinating colors. This can be useful for students who aren’t used to horizontal left-to-right readings.

Left to right:
- English
- French
- Spanish
- ...and MORE!

Right to left:
- Arabic
- Farsi
- Hebrew
- Urdu
- ...and MORE!
version of a prisoner’s dilemma with a computer.¹⁷⁰ The optimal result required cooperation in the form of successful promise-keeping.¹⁷¹ Some subjects played with a text-based interface that presented like a standard personal computer; the other played with an interface that looked and acted like a person complete with a face and voice.¹⁷² The experimenters found that “participants kept their promises significantly more with the human-like interface agent.”¹⁷³ “Cooperation increased when people ‘talked’ with their interface agent, i.e., discussed their common situation with it, before privately choosing whether or not to cooperate”¹⁷⁴ The use of sufficiently human-like interfaces “led to cooperation rates statistically indistinguishable from cooperation with a real human being.”¹⁷⁵

The phenomenon has also been tested within the field of robotics. Indeed, observes human-robot interaction student Victoria Groom, “[r]obots generally demonstrate even more human characteristics than [computers].… The very nature of robots make them appear even more like social entities than most other existing technologies and elicit an even more powerful social response.”¹⁷⁶ “People become emotionally attached” to robots, [claims] Paul Saffo, a technology forecaster at Stanford University. Two-thirds of the people who own Roombas, the humble floor-sweeping robots, give them names, he said. One-third take their Roombas on vacation.”¹⁷⁷

The more human-like the machine or interface, moreover, the greater the reaction. Canvassing the literature on human robot interaction,
Orange Slice

(Rubrics for Docs)
ADD-ONS: EASY BIB

Easybib Citations Manager

EasyBib Bibliography Creator

* * * * *(3906) | offered by www.easybib.com | 3,014,916 users

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The use of subject headings and user-generated tags in academic libraries

Web 2.0, the use of multimedia that encourages social interaction over the Internet, has blown up in the past few years. Web sites such as YouTube, Facebook and Twitter let users organize and share all types of information, from videos, to music, to different websites. Other web sites, such as Last.fm, del.icio.us and LibraryThing have taken Web 2.0 one step further by implementing user-generated tags – terms or phrases that each user associates with his or her collection. This information is stored for others to search by, allowing a large database with lots of terms available to all users. There has been much debate with scholars over whether or not user-generated tags in libraries would be harmful or beneficial to its collections.

In regard to academic libraries, whose collections are typically much larger than public library branches or special libraries, this could be advantageous, but must be approached with caution and care for it to be successful.

Regardless of the type of library, all must stay up to date with technology.
CHALLENGE YOURSELF!

- What can you imagine yourself wanting to help you or your students work?
- Make a commitment to try one tool when you go back to your class
- Search for “Google Extensions Edu”
http://ditchthattextbook.com/2017/02/16/10-add-ons-to-google-classroom-you-must-try/

http://www.educatorstechnology.com/2016/01/10-of-best-google-docs-add-ons-for-teachers.html