79 Interesting Ways* to Use Google Forms in the Classroom
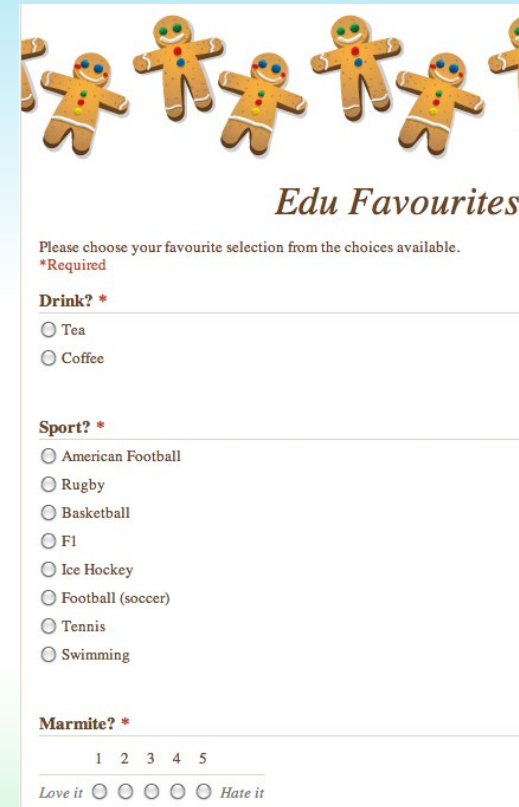
*and tips

#1 - Graph the results of a Survey

Our 4th grade students created questions for other classes to answer - they collaborated on the same google form. After the other classes took the survey, they graphed the results as part of their math unit on graphing.
Check out their survey HERE
(Listen to a podcast about the project HERE)
@katygal

Edu Favourites

Please choose your favourite selection from the choices available.
*Required

Drink? *
○ Tea
○ Coffee

Sport? *
○ American Football
○ Rugby
○ Basketball
○ F1
○ Ice Hockey
○ Football (soccer)
○ Tennis
○ Swimming

Marmite? *

	1	2	3	4	5	
Love it	○	○	○	○	○	Hate it

Please take our survey!

Here is a blog post explaining this idea.

#2 - Whole-School or Departmental Surveys

Our school recently completed a whole-school survey on Teaching and Learning. This could be used by departments on a smaller scale too, of course.

It saves paper and money; but more importantly it saves you so much time in collating and analysing results.

An example here:
http://bit.ly/fbJE4a

@mrthomson

#3 Sixth form Self Assessments.

Use the form to collect and track data for Post 16 students

Papers and markschemes are on the VLE, and students mark their own. The marks are then submitted, along with **What Went Well**, and **Even Better Ifs**.

σ^2

Y13 Exam Paper Self Assessment mark

When you mark an exam paper, record details here.

*Required
Name *
(I may need surnames as well - particularly if you are an Adam).

Module *
e.g. C1, C2, etc

Exam Session *
e.g. Summer 2010, etc.

Was the paper exam conditions or open book?
● Exam conditions
● Open book.

Mark / 75

The live form is at
http://bit.ly/JBSY13papers
From @Chris_1974

F	G	H	
opics you to revise	WWW	EBI	Was th exam c or ope
equations pulleys o-ordinates along a	Moments, momentum,tension, shorter questions	I need to work on answering longer questions	Exam co
	vectors	.	Exam co
ation of a on a rough uestion 4)	Question 5- Finding the value of the force (P), Q6- Car and Trailer parts a) and b)	6 c) I remembered that it's deceleration	Exam co
re i need to vector	The 2 nice questions involving coefficient of friction and an inclined plane and lots of resolving! 18 easy marks!	I had a better understanding of "thrust" in question 6c I took more care with working	Open bo
	managed to answer every question		

#4 Instant teacher feedback

Give students a chance to show learning via instant response on tablets/laptop/mobile, indicating learning using the 0-5 scales, etc. available on forms.

Teacher can then have a quickly and constantly updating resource of student engagement and understanding of the content and/or skill being taught.

This could also be a helpful Exit Card activity.

@CraigPinches

#5 Find out the truth about e-habits

Ask students to complete an anonymous survey to inform your e-safety work.

For instance do you know how many of your under 13s actually have a Facebook account, talk online to people they've never met, have a webcam in their bedroom...

You might be surprised!

@icttalk

#6 Stimulating a Staff Meeting Debate

Using a simple form with a few quick questions can gather data immediately (yet anonymously) allowing the whole staff to view the profile of opinions and take ownership of any decisions made (sample in blog post below).

This has proved quite empowering to quieter members of staff and allowed for difficult questions to be responded to and reflected upon.

Full blog post at http://evertonpom.blogspot.com/2010/09/rattling-cage-stimulating-staff-meeting.html
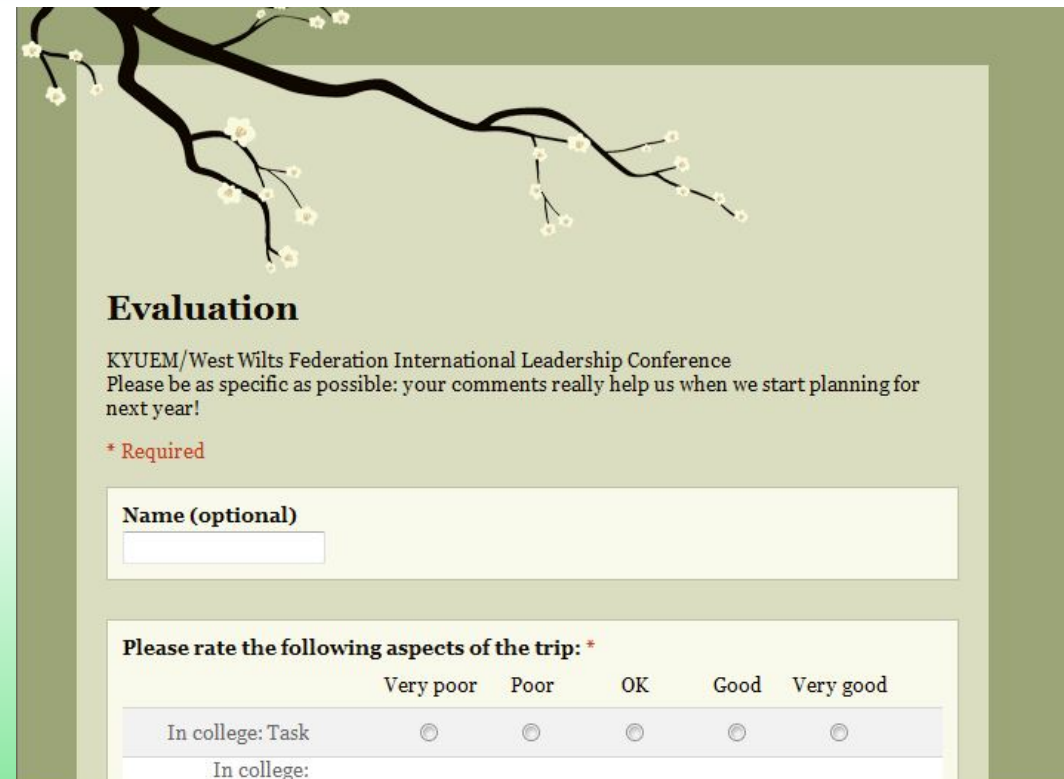
@simoncrook

#7 - Evaluating an Educational Visit

Google forms lend themselves to gathering data on the popularity and effectiveness of school trips. The data is easily collected and shared with other people.

@MrsThorne

#8 - End of Topic Tests (or otherwise)

Allow students to use Google Forms to create their own questionnaires about a unit of work.

This has the benefit of students having to extend and/or strengthen their understanding in creating effective questions. Students can then complete other students' quizzes to boost their understanding again.

As an extra you could have the final few questions as peer assessment about the quiz: WWW (What Went Well) and EBI (Even Better If) about the quality of the questions, coverage of the unit and suchlike.

The joy is that these could be created and/or completed during lesson time or as a homework activity.

@mrthomson

9 Setting Class Culture

Gather students 5 top words about what they value most as learners and present as a Wordle

@barbs1

#10 Reporting ICT Problems

In my school we have setup a simple Google Form linked on our website that asks the staff and children a few questions e.g. Name, computer name, problem.

@ianaddison

#11 'Getting to Know You' task

After the summer holidays when you're faced with your new class devise a quick survey to find out about your children.

Results in excellent discussions via whiteboard when looking at results

Getting to Know You form

#12 Teach Questionnaire Design

Create a 'dummy' questionnaire with:

- 'leading' or bias questions
- odd numbers of responses in MCQs
- 'scale' questions with too many (or not enough) options.
- language that is inaccessible
- not enough space provided for an in depth response to open questions
- 'Heads I win, tails you lose' type multiple choice options
- More than one checkbox options for a Q asking for "one of the following" (or the reverse)
- 'Choose from a list', without an 'other' option
- too many (or not enough) questions
- 'Choose the range' with some options not covered, e.g.:
  1-9   11-19   21-29 (etc)

Then ask them to improve it, collaboratively

Please give further information on your answer to the question above.

- ⦿ 4
- ○ 3
- ○ 2
- ○ 1

@petejbell

#13 Choose Your Own Learning Expedition

Combine mobile devices, QR codes, Sites, and Google Forms to have students complete learning expeditions. Student teams locate QR codes using directions. They then access content/videos and integrate that into a response submitted in Forms. The Form response will provide the clue to their next destination.

@cbell619
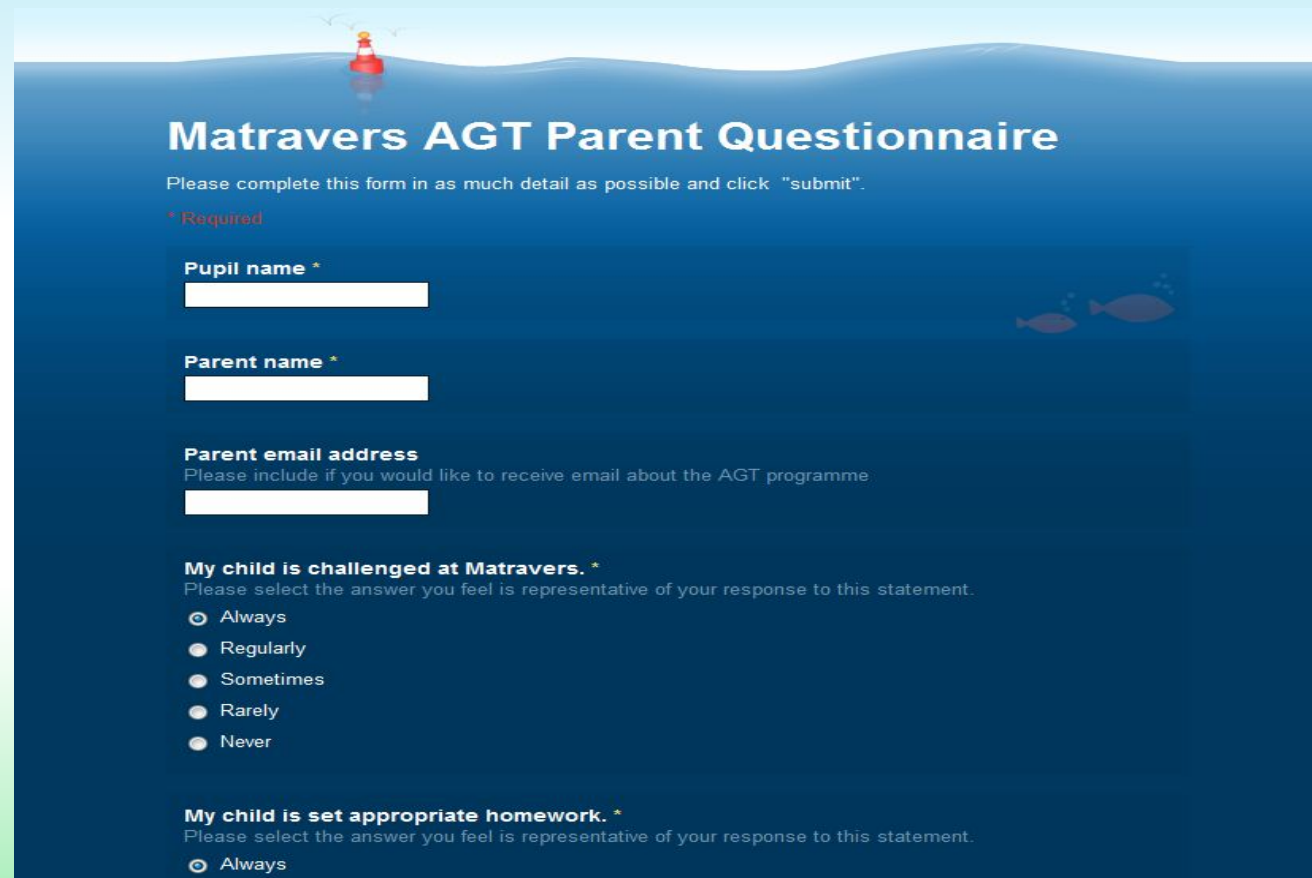
Better yet--have student teams build their own Learning Expedition.

#14 - Get feedback from parents

Since you don't need a log in to complete a Google form, it is the perfect way to gather insight and opinions from parents, encouraging a better dialogue between home and school.

@MrsThorne

Matravers AGT Parent Questionnaire

Please complete this form in as much detail as possible and click "submit".

* Required

Pupil name *

Parent name *

Parent email address
Please include if you would like to receive email about the AGT programme

My child is challenged at Matravers. *
Please select the answer you feel is representative of your response to this statement.
- Always
- Regularly
- Sometimes
- Rarely
- Never

My child is set appropriate homework. *
Please select the answer you feel is representative of your response to this statement.
- Always

#15 - Sharing ideas with Colleagues

When I wanted some fresh ideas about AGT transition between primary and secondary school, I created a form and emailed the link to all the AGT co-ordinators in the county. I had more fresh ideas than I knew what to do with!

@MrsThorne

AGT Transition

I'm looking at how other schools identify their AGT students from the new cohort, because I'd like to improve transition this year. Please take a minute or two to complete my form.

* Required

School *

Roughly how many students do you have in your year 7 cohort?

When do you start identifying your AGT cohort?
- Before they join the school
- Term 1
- Term 2
- Term 3
- Term 4
- Term 5
- Term 6

Do you use any data from the feeder primaries to help you identify AGT pupils?
- Yes

#16 Online reading records

I certainly didn't invent this idea, but had heard about others doing it! I created a simple form containing the same headings that the paper reading record all children in my class have. E.g. *Name,title, author, type of book, pages read, comments* and *parents/carers comments*. I shortened the link to something the children could memorise using bit.ly and also linked to it via my Fronter classroom.

@OhLottie

Just like your paper reading record, but onlin

*Required

Name *

Your name

Book title *

What is the book called?

Author *

Who wrote the book?

#17 Children create a Reading Survey

Find out about the reading habits of your class. How does children's reading confidence link with their ability.

Reading survey

#18 Massive Surveys

Just surveyed 1245 students and 47 teachers as part of my research. NO transcribing was necessary such that as a very part-time student I have accrued as much analysis-friendly data as a full-time student using paper this semester.

Top tip: If you use the 'checkbox' option, to count the number of entries for each choice, download in Excel and use
=IF(ISNUMBER(FIND("term",$cell)),1,0)
in a column for each term. This saves HOURS of counting. (Thanks to @trimblek1)

@simoncrook

#19 : Placing orders

A club I was in used Google Forms for members to order the club t-shirts online.

In the form, questions like 't-shirt size', 'prefered mode of payment' and 'clubrep for t-shirt pick-up' were in list form, while things like (nick)name, contact info and 'comments or requests' are open fields.

@zatyness

* I would suggest using a URL shortener like tiny.cc or tinyurl.com to make passing around the link, online/offline, easier, eg. http://tinyurl.com/vmskitrip.

#20 : Booking/making reservations

I used Google Forms to allow club members to book a spot for a limited-number ski trip, and made another one for payment details.

It was super efficient* and the data was collated automatically, right down to the percentage of people by gender, prefered payment method, club rep to approach etc. It also recorded the exact date+time of the submission, so it's easy+useful for monitoring deadlines and such. Very convenient!

@zatyness

* I would suggest using a URL shortener like tiny.cc or tinyurl.com to make passing around the link, online/offline, easier, eg. http://tinyurl.com/vmskitrip.

#21 Debate social attitudes - ESL

With English as a Second/Foreign/Additional language class, to practice oral productive skills and build lexis.

1. Choose a number of social attitude related questions, the more controversial the better.
2. Learners vote, complete form (highlight problem language)
3. Learners analyse graphs (quantities and numbers e.g. "just over half of us think", the majoirty ...", less than a third ..." "X seems more popular/better/more acceptable .. than Y"
4. Assign roles - Ss speak for, against and moderate debates in small groups
5. Merge to whole class - For/Against/Neither with roles
6. Re-take vote and analyse changes
7. Homework (writing) - analyse trends before/after graphs

Great for older students taking academic IELTS @japglish

#22 Equipment Reservation (& Tracking)

I am in charge of some cameras and other equipment. A Google Form allows teachers to reserve what they need and also gives you all of their information so that when you give the teacher the requested equipment you only have to add a serial number to the spreadsheet.

Steve Katz
@stevekatz

#23 Snow Day - collecting information

Due to fact that children didn't have individual google forms I created a quick form embedded on school blog to collect information

Link to snow depth form

[East Lothian Snowdepth data collection](#)

@sutmae

#24 Analyse your Children's Self Esteem
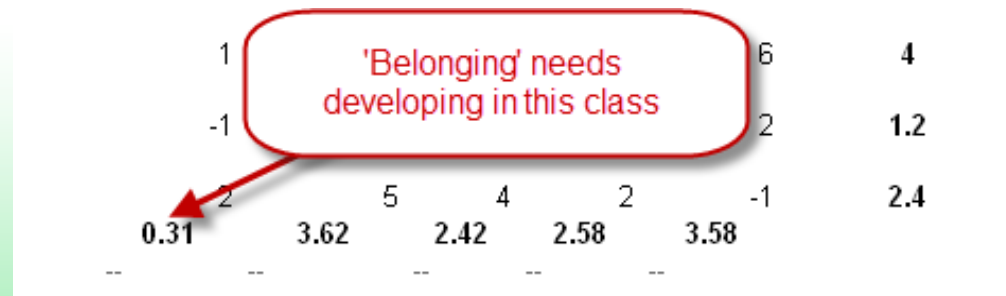
1. Make a copy of this Google Spreadsheet:
https://spreadsheets.google.com/ccc?key=tvprK4Cu2QTXQoq96baC8UQ#gid=4

2. Embed the live form in your learning platform.

3. Get your children to answer the questions.

4. Look at the results and plan interventions according to the which of the 5 strands are the weakest:
- Belonging
- Aspirations
- Safety
- Identity
- Success

@frogphilp

#25 Have students work collaboratively even if not in the same school/city/state or country!

I teach at a public charter school in Texas and our blueprint is the IB curriculum

In my Technology class students work in groups on project-based activities. They are expected to work together on producing a certain product and test it and analyse the results. To avoid sending emails w/attachments back and forth and claiming who left the laptop or flash drive or file at home, etc etc etc...

They set up a form and a spreadsheet to collect the info and share that form with their class, students at other schools, other IB schools around the world. We usually share the form/docs with students at my old school in Argentina and we can work together on benchmarking, comparing results, ideas, brainstorming, or if students are absent they can still be part of the assignment :-)
No excuse for not being able to access the form from anywhere with an internet connection
@mbusicoflight
marubf(at)gmail.com

#26 Teachers can collect info that can be manipulated later in the doc/spreadsheet

I have trained all the teachers at school to develop and maintain their own websites, and they love to include and use Google forms.

They use them for example for collecting:
- students info: email, address, phone number
- parents info: email, address, phone number
- volunteers
- students express interest on different topics (multiple choice) so they can be grouped by their first or second choice in a project/class activity
- self study sign in/out times with students
- tutorials sign up

Hope you find these useful..:-)

@mbusicoflight   ~   marubf(at)gmail.com

#27 Cutting to the chase when doing databases

Whenever I've taught databases in key stage 3 students always get bogged down in adding enough data to do anything with.

Set up a Google Form and each member of the class adds a couple of records for homework.

Grab all the data (edit if necessary!) and put it on a shared drive for them to import into their databases and they're away doing the interesting stuff!

@davestacey

#28 Student Project Management

Reduce the headache of trying to manage large numbers of student groups who may be at different stages of a project.

Set up a Google form that allows each group to report about what stage they're at in the project, questions they may have, etc.

I did this last year for my Science Fair projects, and it was very helpful as I conferred with each group. I could quickly look through the spreadsheet and see who was in greatest need of my help.

Science Fair Registration   @Jennifer_Ewing

#29 Collaborating on Definitions

Google docs — define the terms below — Private to only me

File   Edit   View   Insert   Format   Form (53)   Tools   Help

Formula: 12/1/2010 11:50:32

Step One:

Students use their own resources (web, book, brain) to look up a definition of a new vocabulary term.

They submit their definition into a Google Form while the corresponding spreadsheet is displayed so all can see the work of their peers.

Step Two:

As a class, review the submitted definitions and come up with a thorough and common language.

@lrogalsky
@mrhmiddleschool

Timestam	Usernam	Per	Unit Rate
			a unit rate is a rate in which the second number is written as
		allon	
8:17:25	andrew.m	for each (used with units to express a rate)	
12/1/2010		for each: for every: Membership costs ten dollars per	A rate is a ratio that is used to compare different kinds of quantities.
			A unit rate describes how many units of the first type of quantity corresponds to one unit of the second type of quantity.
			The unit of the rate of something
		one part to the whole.	of the first type of quantity corresponds to one nd type of quantity.
12/1/2010 11:51:30	emma.br	Per means for each item/object.	two measurements.
12/1/2010 11:51:48	alyssa.ha	how much it is for each unit.	a ratio between to measurements.
12/1/2010 11:52:20	joseph.bi	the amount of each unit	a rate with the 2nd term being one unit

#30 Website Evaluation & Peer Feedback

When reading *Night*, I focus on 20th century genocides as a research project.

1 requirement of the project is a way for the audience to comment and rate the project. Many students create a Google form and embed it into the website as a place for comments from other students.

Link to sample genocide project evaluation

My students like getting feedback from their peers. When we share these projects, I collect the website addresses and put these into a Google spreadsheet. Students open and can access everyone's project easily.

@EngTeachChick

#31 Creating a story

Create a story with your class by collecting ideas for a story start.

e.g. Name of character?
How happy are they?
Where is your story set?
What will be the challenge for your character?

The 'story editors' can then create from the collated responses.

@stevebunce

Once upon a time

Who's in our story, where will it take place, what could possibly go wrong? How will it end?

What's the name of your character?

How happy is your character?

1 2 3 4 5

Ecstatic ○ ○ ○ ○ ○ Miserable

Where is your story set?

#32 Student Notes

As students are presenting ideas, watching videos, collaborating, they record notes. Together create 1 chart of essential questions and at the end, students have all contributed. Great for shy students.

Or students can research together and take notes together.

It's great because they edit each others' spelling, update notes, and love collaborating. Then they have a study guide that they have created.

@kconners09

#33 Create/choose your own adventures

Choosing your own adventures is a fun way for students to create stories which end up being a different story each time they are read.

Basically students enter the story as help text in the form, and use multiple choice questions so that the reader can decide what happens next. Based on the answer the reader chooses, you select a different page to present to them.

Here is an example posted on my blog:
http://wees.it/y

@davidwees

#34
Close or
[Exit ticket](#)

Create a form to quickly see how the students felt about the daily class assignment.

[@MsBisOnline](#)

Today's Lesson

How did today's lesson go?

* Required

How comfortable do you feel about solving quadratic equations? *
Rate your experience from 1-5

	1	2	3	4	5	
I have no idea what's going on... :(	○	○	○	○	○	I understand and could reteach it to others. =D

The easiest concept today was.... *
Even if you did not understand everything, you did understand something

The most difficult concept today was.... *

Submit

35 Keep track of Discipline Referrals

This form allows you to track schoolwide (or group/grade level/ ?) infractions among students.

@MsBisOnline

Discipline Referrals

Here is a way for us to accurately track our discipline concerns. This form will generate reports so that we can have an accurate log of incidents.

* Required

Teacher's Name *

Ms. B

Date *
(put time if more than one incident in a day)

Student's name *

Student's Offense *

☐ Uniform Infraction

☐ Possession of electronic device

☐ Tardy to class

☐ Sleeping in class

☐ Disrespecting teacher/class

☐ Willful disobedience

☐ Causing a class disturbance

☐ Not in possession of school supplies

☐ Other:

Actions taken on this date *

#36 Beginning of School

This survey is a great way to find out information about your new students.

@MsBisOnline

Meet Ms. Burton's New Class

Complete this survey by Friday. It is a way for us to learn a little about each other. It will help me to plan so that we can all have a successful year.

* Required

Name *

What did you do this summer? *
- Go out of town
- Go to Summer School
- Work
- Hung out with friends
- Other:

Use 2 words to describe yourself *

What grade did you get last year in English?
- A
- B
- C

Assignments answer sheet

* Required

Last Name *

First Name *

Class period *

Type of Assignment *
- ○ Warm Up
- ○ Classwork
- ○ Homework
- ○ Exit Ticket

Assignment Topic *

1

2

3

4

5
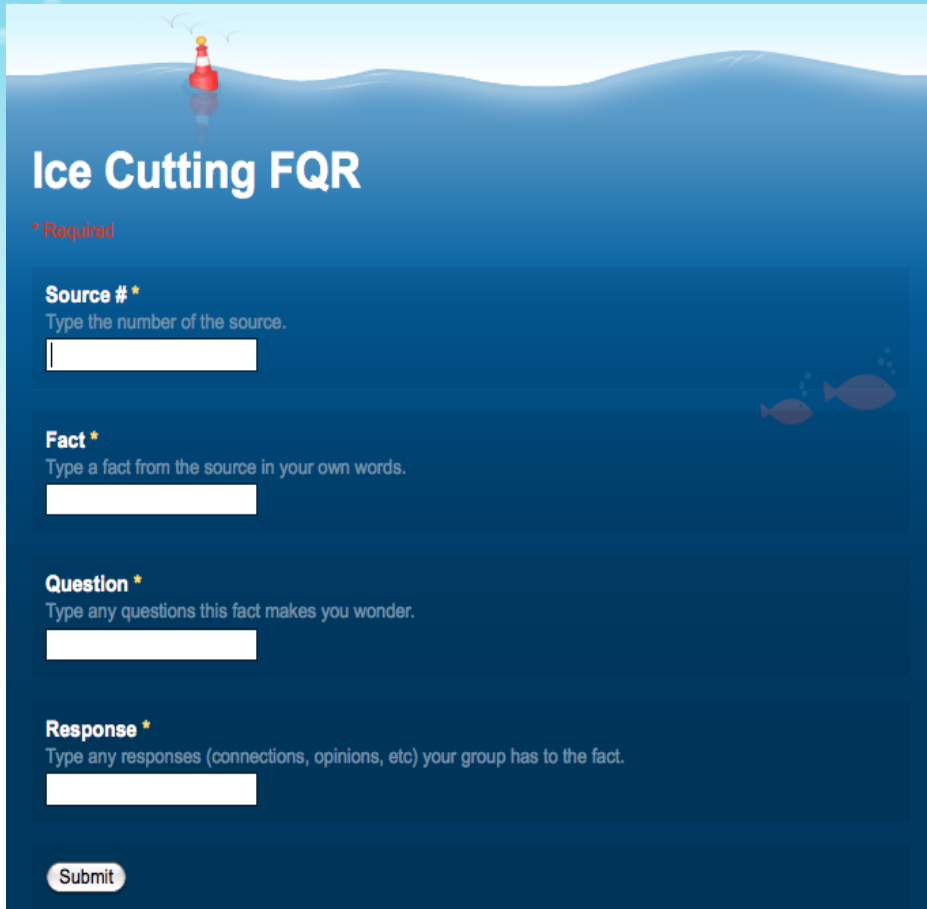
37
Generic Answer Sheet

This form allows you to have an answer sheet for short answer responses for any subject or activity.

@MsBisOnline

#38 Collaborative Research Projects

Students from one class take notes on a shared topic, and then students in other classes can view and contribute through a group web site. @erswank

#39 Collaboratively build a timeline

Students can use a Google Form to submit events *"to build custom, interactive, and searchable timelines"*
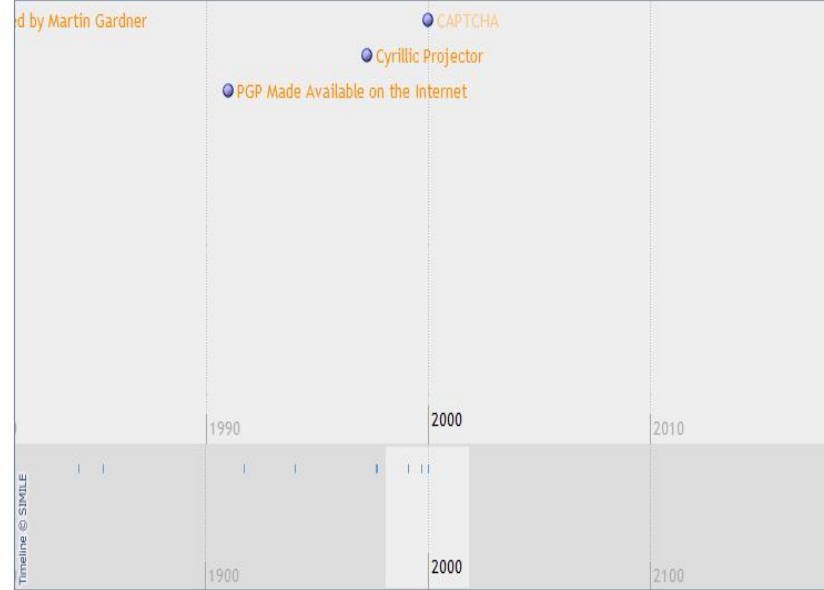
How to: Brian Croxall's tutorial
An example: From Derek Bruff's class
Submitted by: @mhawksey

#40 Collecting Student Online Account Data

I use Google Forms to collect user names or online nicknames,real names and passwords(in some cases) from my students for their online accounts.
The form is usually emailed to them as well as embedded in our teaching wiki for easy access. I make sure it can only be accessed by our students and collects their school email addresses.

8th Grade Digital Portfolios

Hi Everyone, please answer the questions about your digital portfolio below. It is important that you do this before September 1st as we need a complete record of student digital portfolios.

Your username (**jennifergarcia@abc-net.edu.sv**) will be recorded when you submit this form. Not **jennifergarcia**? Sign out
* Required

What is your user name at wikispaces.com? *
The user name you chose when creating your account.

What is the url for your digital portfolio? *
The web address_____.wikispaces.com

What is the name you chose for your digital portfolio? *
What is your wiki called?

Which teachers are actual members of your digital portfolio wiki? *
Check the members in the manage wiki section to find out.

☑ Send me a copy of my responses.
Submit

Powered by Google Docs

Report Abuse – Terms of Service – Additional Terms

@mrsjgarcia

#41 Skype Conference Preparation

Collecting Questions and Comments for Discussion

Another way I use forms with students is to have them contribute questions and comments for activities. This year we are working on a collaborative initiative with another school which will culminate in a Skype conference. The kids have been asked to use the Google form to contribute their ideas for topics, questions they have, as well as volunteer to represent their classes during the discussion.
@mrsjgarcia

7th Grade Skype Ideas

Please use this form to add any questions or comments that you would like brought up at out Skype Conference with MSMS.

Your username (jennifergarcia@abc-net.edu.sv) will be recorded when you submit this form. Not jennifergarcia? Sign out

* Required

What Questions or Comments do you have for the Kids in Colorado? *

Would you like to volunteer to lead a discussion during the Skype Conference? *
You will be able to speak directly to the kids in Colorado.

Yes

☑ Send me a copy of my responses.

Submit

Powered by Google Docs

Report Abuse - Terms of Service - Additional Terms

#42 - Collaborative Class Essay

Google docs(???) is a great way to build understanding of essay structure and communicate content.

Students can be asked in groups, to write an essay together online. This means that students can be judging and editing each others work, and adding depth to the essay. I have done this with Stage 6 Industrial Tech, and found that those students that have not reached the required level yet, find it as a good resource, as they must offer ideas at a basic level, and high level students think about linkage of ideas, which then models this for other students.

@shortcomp

#43 - Help List

A good idea is to build a "Help List" so that students can put their name on a list to get help for the lesson time. (Like booking an appointment)

This can also be used for common questions, which then others can answer.

@shortcomp

#44 - Gather info

I created a form for the tutoring program and after school homework group at Father Judge High School for Boys in Philadelphia. Students sign into tutoring sessions using the form.

The form gathers records the following information:
- Student Name:
- Student ID:
- Up to four subjects and teachers:
- Time of day they are attending AM/PM

Here is a link to the form. After School Homework & NHS Tutoring Login

The spreadsheet is then shared with the faculty so the students can get the credit they deserve for attending the sessions.

Thanks for allowing me to share this form with everyone. Anyone can email me at gcarboni@fatherjudge.com or on Twitter I am @gcarboni.
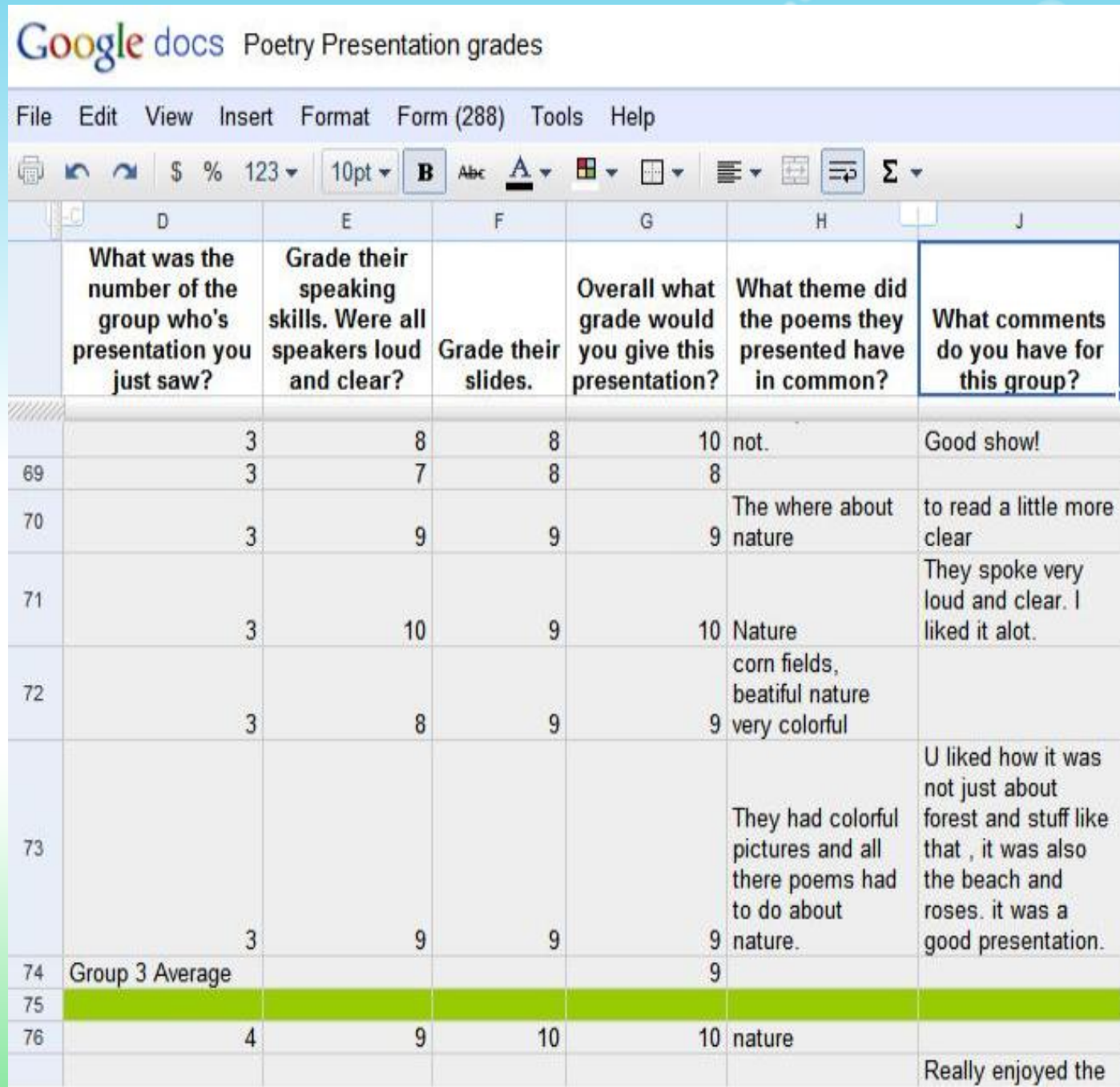
#45 Grade Student Presentations

Students can grade presentations as they watch them.
Teacher can average results to grade the presentation.
Teacher can also e-mail comments to presenter(s).
http://tinyurl.com/24vxptg

@JenRoberts1

Google docs Poetry Presentation grades

File Edit View Insert Format Form (288) Tools Help

	What was the number of the group who's presentation you just saw?	Grade their speaking skills. Were all speakers loud and clear?	Grade their slides.	Overall what grade would you give this presentation?	What theme did the poems they presented have in common?	What comments do you have for this group?
	3	8	8	10	not.	Good show!
69	3	7	8	8		
70	3	9	9	9	The where about nature	to read a little more clear
71	3	10	9	10	Nature	They spoke very loud and clear. I liked it alot.
72	3	8	9	9	corn fields, beatiful nature very colorful	
73	3	9	9	9	They had colorful pictures and all there poems had to do about nature.	U liked how it was not just about forest and stuff like that , it was also the beach and roses. it was a good presentation.
74	Group 3 Average			9		
75						
76	4	9	10	10	nature	
						Really enjoyed the

#46 Give a Test

Teachers can use forms for tests and quizzes. I like to combine multiple choice and short answer questions. "Change colors with rules" feature can be used to help with grading in the spread sheet.

@JenRoberts1

My presentation on how to use forms is here **tinyurl. com/yhb2rau**

What does Danforth say will happen to Elizabeth Proctor?
- ○ She will be hung.
- ● She will be allowed to live because she is pregnant.
- ○ She will be forced to sign a confession.
- ○ She will be released that day.

What does it mean for Abigail if Mary Warren is telling the truth?
Hint: Think about Abigail's goal.

Explain the connection between McCarthyism, Arhur Miller and The Crucible. *
You can copy and paste from your EJ if you like the answer you already wrote.

#47-Assessment-4-Learning: GForms

Set-up google form to create a spreadsheet for pupils to enter feedback on how they felt they coped with the lesson/learning objective.
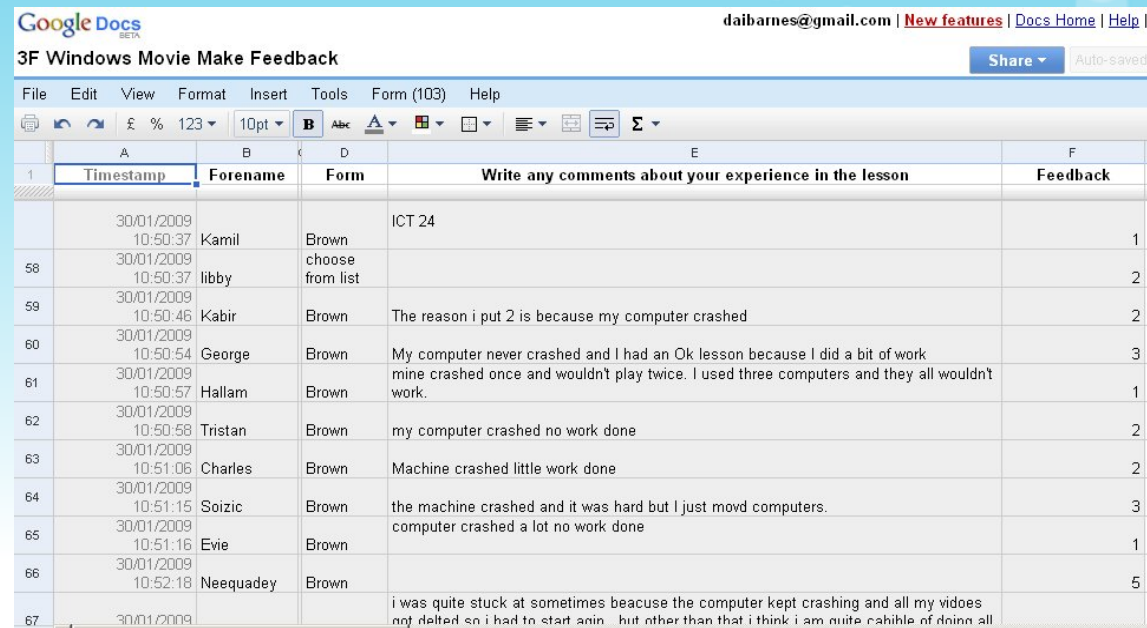
Enter forename and surname initial and class to maintain relative anonymity.

Grade understanding from 1 to 5 or ABC.

Option to enter a comment.

Embed the form in VLE for easy access.
(enlarge images to see detail)

#48 - Collect Website Evaluations

- Ask your children to find a website on a particular topic and to then evaluate it by answering the questions on a GDocs form.
- Collected evaluations can then lead to discussions about how websites have different audiences and how some are more useful/helpful than others.

@simonhaughton

Website Evaluations

*Required

Copy and paste the web address (URL) into this box. *
Highlight the URL, right-click on it and choose 'Copy'. Then 'Paste' in the box below.

Who is the site aimed at? *
- Children
- Adults
- Both

Was it easy to find your way around the site? *
- Yes it was easy.
- No it was hard.

Was the information on the site believable (did it seem to be true)? *
- Yes it was believable.
- No it wasn't believable.

Tick the pieces of information that could be found on the site. *
- The dates that Queen Victoria reigned for.
- Who Queen Victoria's father was.
- Where Queen Victoria died.

How helpful did you find the site? *

	1	2	3	4	5	
Not very helpful.	○	○	○	○	○	Very helpful.

View Example

Queen Victoria Website Evaluations

Today Year 6 evaluated different websites they found when they searched for "Queen Victoria" using Google. Here are all the evaluations:

View full screen.

Victorian Evaluations 2009 : Sheet1			
Timestamp	Copy and paste the web address (URL) into this box.	Who is the site aimed at?	Was it easy to find your way around the site?
16/09/2009 14:01:51	http://www.woodland junior.kent.sch.uk/H	Adults	Yes it was easy.
16/09/2009 14:05:16	http://www.woodland junior.kent.sch.uk/H	Adults	Yes it was easy.
16/09/2009 14:10:34	http://www.spartacu	Both	Yes it was easy.

Posted by Mr Haughton at 03:15 PM in Year 6 | Permalink

#49 - Conduct a Tech Use 'Google Forms' Survey

Instead of reading about the rest of the world's data on how students use technology, why not gather your own?

Using Google Forms, survey your students about the types of devices they have in their homes, how often they use them, and which social networks they belong to.

The results may surprise you, and provide you with real data to 'enlighten' your colleagues as to how much technology is being utilised by your students.

RNPS Technology Survey

In order to really understand how the students at RNPS are using new technologies in their everyday lives, we are asking you to complete the following survey. As this survey is anonymous, please be honest.

* Required

Contributed by @adambrice

#50 - Use Google Forms as an electronic tear off reply slip

Students are often the weak link when returning slips.

When running a parents information evening we offered an electronic alternative to replying on paper. We also embedded the form on our VLE.

Entries go straight to an unshared spreadsheet .

The form is still at bit.ly/JBSMathsEvening

@chris_1974

#51 - Assignment Tracker

Whenever a student completes a digital assignment they visit a Google form I've created that asks for their name, class period, and assignment name. I also ask them to paste in the link to their completed assignment.

I view the spreadsheet each day and grade each assignment turned in. I use a color-coding system to provide quick feedback to the students. The spreadsheet is published as a webpage - the outbox. A green row means that the assignment was graded, an amber line indicates that the assignment was incomplete and I type a short, but relevant message in the adjacent cell. If the row is highlighted in red, the link given was incorrect.

Students and parents have access to the otherwise private spreadsheet link behind a password protected site. I keep the spreadsheet up for the entire grading period so that parents and students can monitor assignments and it has put an end to "I thought I turned that in" questions for me. I create a new inbox for the following term.

John Miller

#52 - Butcher paper/brainstorming

Embed a GForm on a GSites page, and embed the resulting GSpreadsheet below it.

This can function a lot like a wiki, or commenting on a blog, but with a restricted purpose/scope, and universal access.

I have students go to a class computer whenever we run across a homophone to add it to the class website.

Also good for adult asynchronous brainstorming.

@senorw
https://sites.google.com/site/misterwarkentin

#53 - Forms for Professional Development

If you are running PD for staff within the school, use a Google Form to collect info from the teachers that you need. This feeds into a spreadsheet which you can set up to send you an email each time an entry is made. I set up an extra sheet on the spreadsheet where I move completed sessions as a record of what has been covered.

If you add it to your Google Calendar, you can also embed this so teachers can see what timeslots have been taken before booking. I like to embed the agenda view.

Name of the classroom teacher *

Contact email address of the teacher

Room number *

Year level *
Year 0/1

Session of the day *
Not available on the afternoon of June the 17th
Session one - 9am to 10:30am

Curriculum area *
Literacy

Learning intention for the less

Ngaio
Today | ◄ | ► | Thursday, 2 September ▼ | Print | Week | Month | Agenda

11:00	Literacy in Rm 3
Thursday, 2 September	
11:30	Wikis in Rm14
Thursday, 9 September	
09:00	Numeracy in Rm 8 - 6 laptops from Sadie
11:00	Voicethread in Rm 13
13:30	Numeracy in Rm 3
Wednesday, 15 September	
09:00	Oral presentations in Rm 16 - whole pod
11:00	Frame it slideshow in Rm 7 - whole pod
13:30	Numeracy in Rm 1 - whole pod
Thursday, 23 September	
09:00	Literacy in Rm 1
11:00	Working with Denise
13:30	Wikis in Rm 14 - 6 laptops

Events shown in time zone: Auckland | Google Calendar

Suzie Vesper
http://learningweb2.wikispaces.com

#54 Create an Annotated Bibliography

Facts about Teens, Social Networking, and Internet Use

Today we are doing research to find out teens use of social networking sites, blogs, Internet safety, Internet Use. Please find (at least) one fact to share with the class. Make sure your research is current (within the last year).

* Required

Your Name *

Topic *

Fact *

Source *

...e students begin researching ...pic. When they find a source ...t will be useful for themselves ...or the class - have them fill ...the form with their name, ...c, summary of fact and list ...source (URL, date, author, ... When all the sources have ...n documented, share the ...eadsheet with the class.

...ette Cassinelli
...//www.twitter.com/ccassinelli

#55--Audience Evaluation of Speakers

In my 12th grade Communication class, I have students provide feedback about the speakers through a [google form](#). Then, I can take the responses and put them into my grade sheet with the web clipboard and the format is very readable.

[@osowskip](#)

Speaker Evaluation Form

Complete all of the fields below for each speaker in class. These will be shared with the speaker, but your name will not be included. This is a required grade for The Practice.

* Required

Class Hour *
- ⦿ 2nd Hour
- ◯ 3rd Hour

Your Name *
Last Name first, please
[   ]

Speaker *
First Name first, please
[   ]

Delivery Score *

	1	2	3	4	
Significant Problems	◯	◯	◯	◯	Like the Angels Speaking

Organization Score *

	1	2	3	4	
What are you talking about?	◯	◯	◯	◯	I still remember everything!

One thing done well in the speech. *
[   ]

One thing that could be improved. *
[   ]

#56--Classroom Compare & Contrast

I have seen this done in middle school history, but it could apply to any subject and grade level. Small groups of students are asked to rank 5 to 10 items, such as most effective president, most significant supreme court case, most significant causes of the Civil War, etc. The answers are collected via a Google Form and the answers are displayed and the groups defend and debate their rankings.
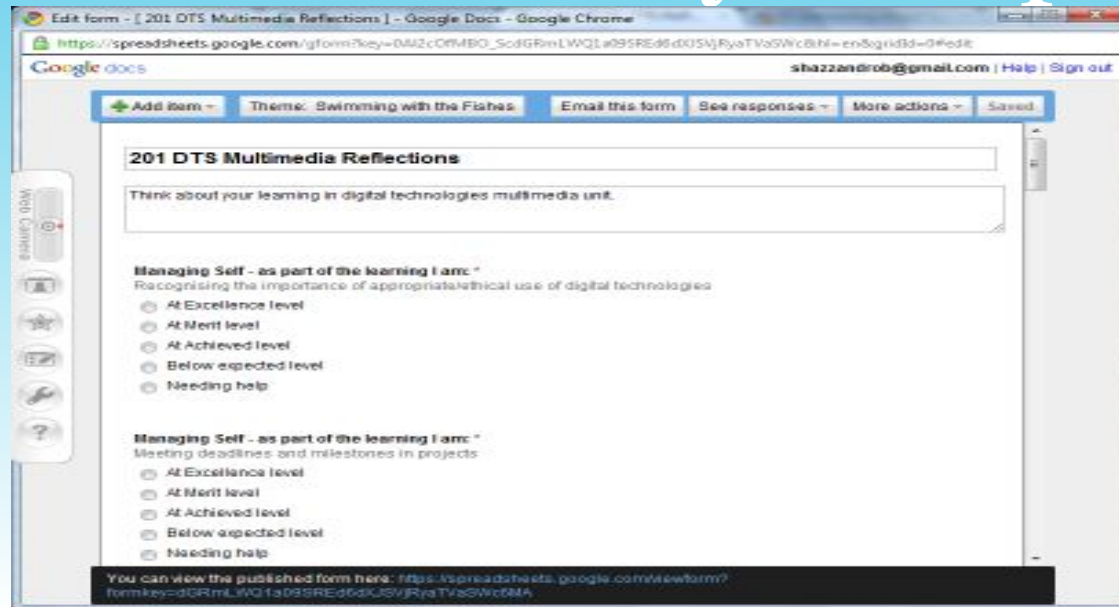
@johnfaig

#57 - Design a paper-based survey

My A level students needed a paper-based survey. Instead of creating one from scratch, they designed it in google forms.

Once they finished, they emailed the form to themselves, ticking the 'include survey with email' option.

When you open your email, there is a hyperlink to the web-based form as well as a text version. A quick copy and paste into Word, a bit of tweaking and a professional survey has been created.

@misterel

58 -Classroom - Key Competencies

At the end of each unit of work a google form is used to have the students reflect on their contribution/performance.

Each unit and each form addresses some of the Key Competencies (NZ Curriculum)

Thinking
Relating to others
Understanding symbols, language and text
Managing Self
Participating and contributing

The live form which you are welcome to copy and edit is here.
@sharonharper Sharon Harper

#59 Assigning Topics and Partners for Project Based Learning

I use a Google Form for all of my project based learning. Students choose from a list of topics for their 1st, 2nd, and 3rd choice of topic. They also choose if they wish to have a partner and if yes who that partner will be. I embed this form on the class wiki and then embed a 2nd Google Form with the Project Groups and Topics based on the student feedback as well as a URL for an IEtherpad page for each group to show their work. @tzvipittinsky

Amos Prophecy: First choice *
From the following list, choose your first choice of which prophecy you would like to analyze.

O cows of Bashan: Amos Chapter 4

Amos Prophecy: Second choice *
From the following list, choose your second choice of which prophecy you would like to analyze.

O cows of Bashan: Amos Chapter 4

Amos Prophecy: Third choice *
From the following list, choose your third choice of which prophecy you would like to analyze.

O cows of Bashan: Amos Chapter 4

Do you wish to work with a partner? *
○ Yes
○ No

If yes, who would you like to work with?

Click submit below to finish your survey.

Submit

Powered by Google Docs

#60 Lesson Plans

I use Google Forms for creating my lesson plans each week.

I am an elementary school librarian and Google Forms makes lesson planning easy. I incorporated drop-downs for grade levels and checklists for standards. It makes my planning quick work, plus I don't have to go hunting for standards to show how I incorporate learning objectives in my teaching.

I end up with a beautiful PDF spreadsheet in Google Docs, which I can print for my reference and e-mail to my principal.

Regina Hartley
[rshartley on Twitter](#)

#61 Designer Baby Form for Genetics Unit @tzvipittinsky

- I created a Designer Baby Form for our Genetics unit. The goal of this unit was for students to realize that any genetic choice can have unintended consequences and therefore requires serious thought. In the hypothetical form, students were asked to choose whether they wanted their child to be a boy or girl, tall or short, brown hair or blond, and what profession, and other skills and/or hobbies they wanted for their baby. Each choice also carried with it other consequences. For example, if they chose that their child should be a tennis pro, she would also be color blind, while a marathon runner carried with her a risk of colon cancer. This form "forced" students to make these tough choices and also allowed us to collect the data from 142 student submissions and present them to the class as a valuable follow-up activity.
- One of the great features of Google Forms that helped facilitate this activity is the ability in a multiple choice question to jump to different pages in the form depending on different responses. For example, if students chose a baby with brown eyes and brown hair, it would jump to one set of possibilities, while a decision for blond hair, blue eyes led to a different set of choices.

Mazal Tov!!! You're having a baby and you're the genetic designer.

Before you fill out this form, please click on the following link to see the "big picture" of all the choices that you can make when designing your baby:
http://picasaweb.google.com/lh/photo/IQX0vA-M7TsjSSISloFh8g?feat=directlink

Key to Designer Genes Form:
1. Choose the sex of the child.
2. Choose the hair and eye color of the child.
3. Choose the height of the child.
4. Choose between the 2 professions listed.
5. Choose the desired talent, noting there may be a linked disability or disease.

* Required

Sex of your Designer Baby *
○ Male
○ Female

Hair and Eye Color of your Designer Baby *
○ Blond Hair & Blue Eyes
○ Brown Hair & Brown Eyes

Continue »

Powered by Google Docs

Report Abuse - Terms of Service - Additional Terms

#62 Student KS4/GCSE/Subject options choices

So many schools in the UK still distribute course options booklets with a form at the back for students/parents to return stating their hoped-for courses. How much time would be saved if all schools ran study options forms via google forms (or similar) instead of paper.

The timetabler can get on with analysing returns, planning staffing and thinking about timetabling almost immediately - even using a subset of the data as a sample, instead of having to wait until some poor administrator has copied them all in. Combine this with some clever use of pivot tables in Excel for maximum benefit.

@alxr1

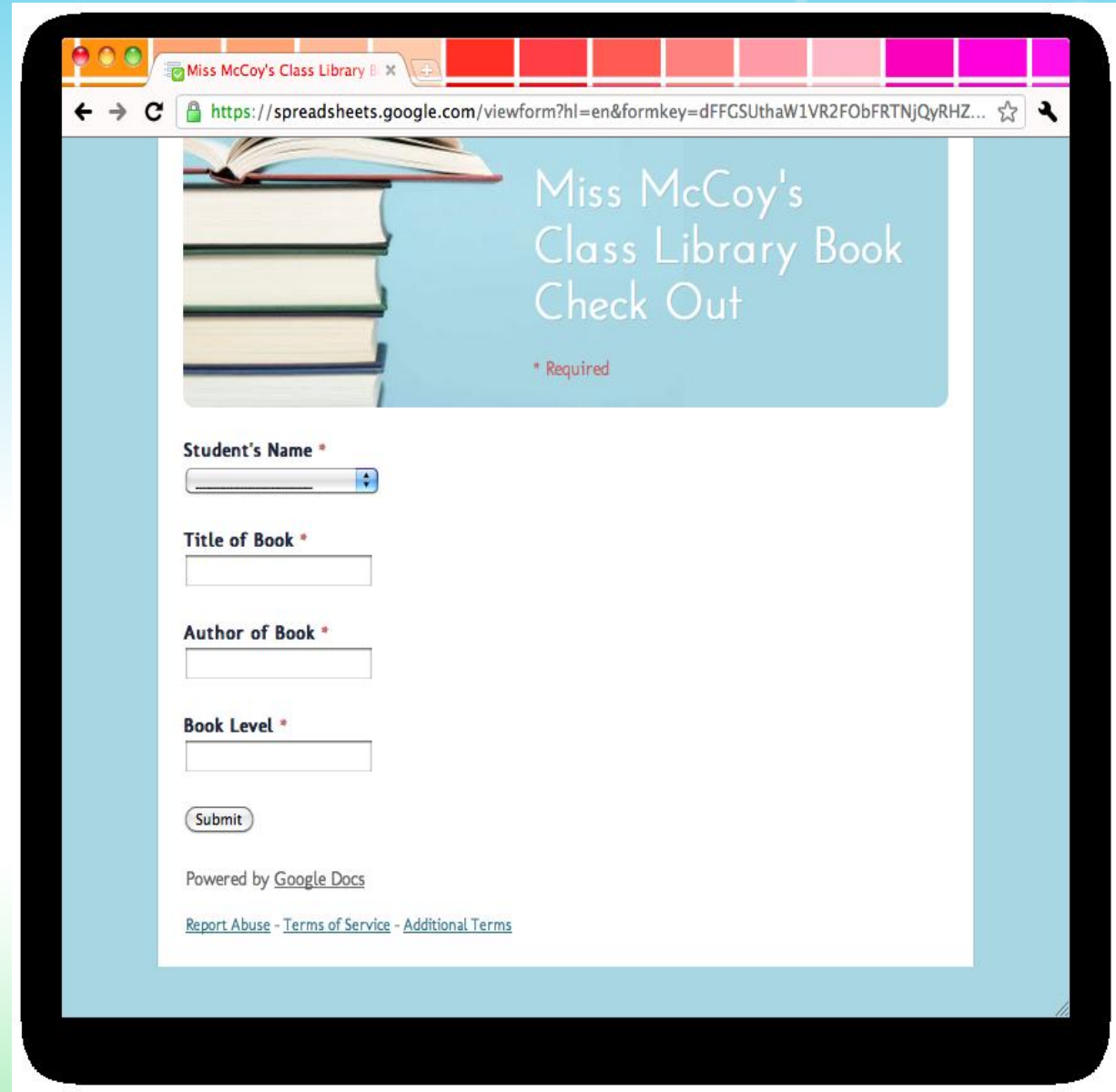# #63 Add Dynamic Features to your Forms/Spreadsheets

@rocketrob

There are tons of great ideas for using forms here. I wanted to add a few very helpful examples of additional tools that can be used with the brilliant ideas shared here.

- **Desktop icons:** add quick access to frequently used forms by creating desktop icon links
- **Notification Rules** (found under "share" settings)
  - Ex. for our discipline style form, we have it shared to teacher, admin, councilor, etc and they get notified when a new incident is added
- **Formula** (these are just a few, check "formula builder" under help)
  - =filter allows creating an additional sheet within a spreadsheet that can pull out particular data from the main form entries
  - =if allows for creating "self-grading" quizzes
    - (for detailed instructions http://planetoftheweb.com/components/promos.php?id=534)

- **Apps Script**☐ (more advance, but you can copy and paste some already created scripting that only takes a little tweaking to make it work for your needs. Tutorials to get you started http://code.google.com/googleapps/appsscript/articles.html)
  - function formSubmitReply(e)
  - MailApp.sendEmail

64 Library Book Check Out

Allows me to keep track of the books that my students are reading - Also allows me to create groups of students who have read the same books so they can talk as a book club. It works great!

@mccoymee

65 Multiple Ideas

Apologies if some of these ideas are repeated elsewhere - recently did some Google forms INSET training with colleagues and these were some of their ideas from feedback and thought I'd share.

- Weekly school / house quizzes
- Signing in on parent's evening
- Progress reports
- Tests & Evaluations
- Students setting their own outcomes at the beginning of lessons
- Parent / student / teacher voice
- End of Module Assessments
- Book related quizzes for Year 10/11
- Evaluation of teaching for classes
- Evaluation of PLTS work for teachers to complete
- Anonymous 'Keep / Grow / Change' surveys from students to aid teaching and learning / personal pedagogical development
- On 6th form open evening, get parents / visitors to sign in using a PC with a Google Form on it – have some questions on there about destinations / other info you might want / offer up a prize draw as incentive. Data mine all of their contact info in the survey too.

66 Anonymous Course Evaluations

Improve your course and find out what they really think.

Philosophy for Teens Course Evaluation

Now it's your turn to evaluate the course! This is anonymous but feel free to leave your name if you want to 'sign' your comments. Either way, it's up to you. The point of this evaluation is to improve the class for next year.

What did you most like about the course?

What did you least like about the course?

What was missing from the course?

Did you find the content (knowing about philosophers) balanced with the competencies (critical thinking, identifying assumptions, doing philosophy, etc)?
- ○ Perfectly balanced
- ○ Too much focus on content
- ○ Too much focus on competencies.
- ● Other: _____

Would you recommend this course to a friend?
- ○ Yes
- ○ No
- ○ Other: _____

Has taking this course helped you become a better thinker?

@dabambic

67 - Survey Norms

I added a twist in my last PD class, in addition to doing a quick survey of prior knowledge before we started our training, I also had a list of "Norms" on to follow and had them click on the ones they thought would benefit our short time together.

I even had an option to write one in (though, no one did). We used the norms that everyone agreed on. It made that process quick, equitable, and showed them yet another way to integrate tech.

Tracy Watanabe

#68 - Online Absence Notes

In my school, (http://www.carloweducatetogether.ie), parents have the option to send an absence note to the school using a Google Form. In Ireland, it is a legal duty to send a school a written note if a child is absent from school. This service gives parents another way to do it.

What's to stop a child wanting a day off using the service? Well, if we have any suspicions, a quick phone call to the parents sorts it out!

Simon Lewis, Principal, Carlow ETNS ([@simonmlewis](https://twitter.com/simonmlewis))

#69 - For Reading and Writing Courses
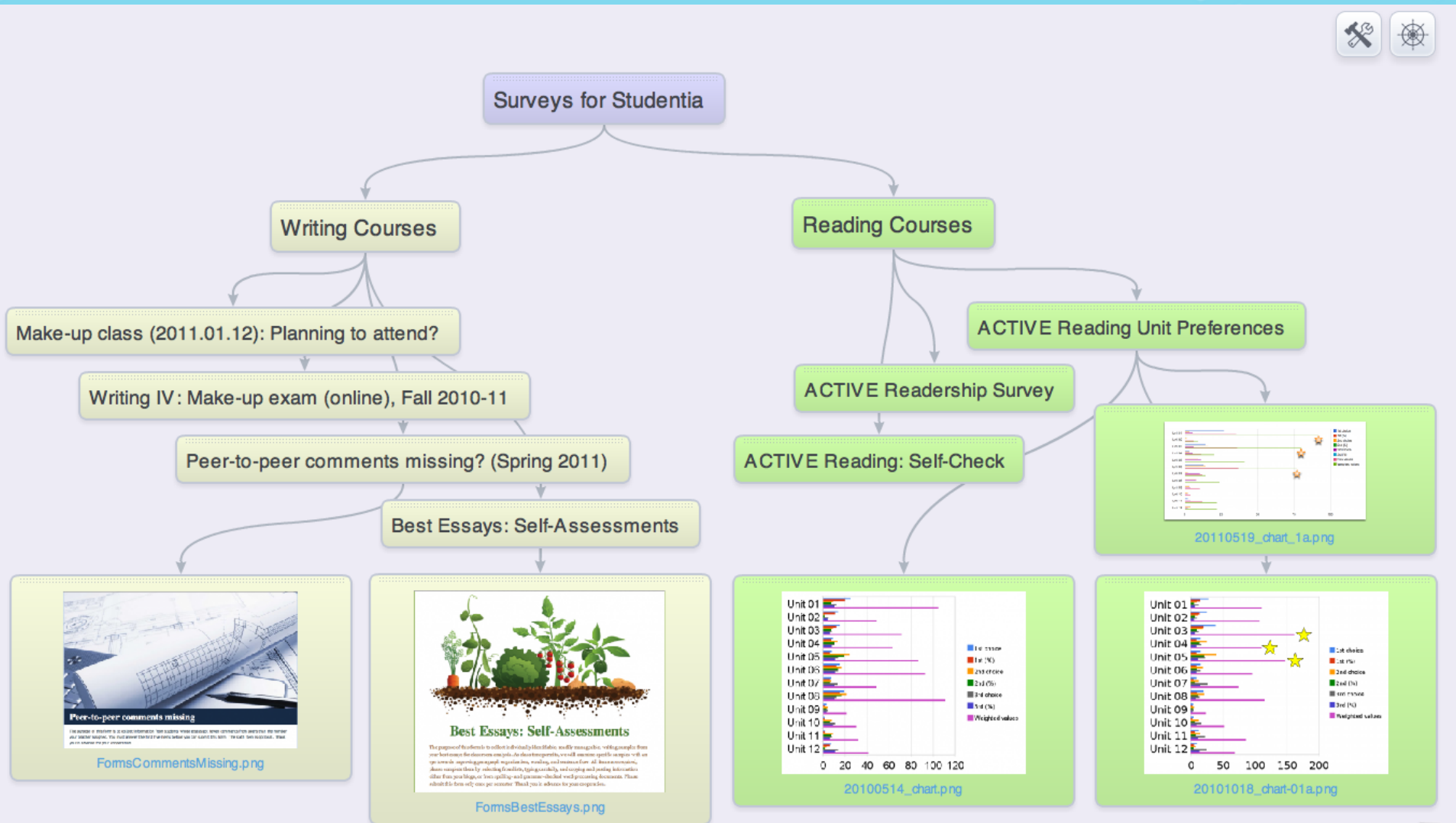
"The snapshot ... [above] represents a mindmap ... whipped up with a tool scooped by Nik Peachey in his Tools for Learners collection (…**SpiderScribe**, 2011.06.22). A link to the actual mindmap is **here**" (Paul Beaufait, The LTD Project Blog, Google Forms in the Classroom, 2011.06.24). It suggests a variety of uses to which you can put Google forms and their data aggregations.

#70 - Gathering data all year round

I am the school librarian for a K-12 district.
This school year I started using Google survey to capture data for my annual report.
At the end of the school year, I was able to sort the data in a number of different ways. I even used the chart function for creating quick illustrations.

I am going to tweak this form for next year, adding a question for date and a drop down list to select the applicable standards addressed.

I use a similar survey to capture information on how I contribute to the more regular tech support in our district. I am not technically a part of the "tech support" team, but I regularly assist both students and teachers with trouble shooting. The survey results help me identify trends and common problems that need attention.

Kathy Kaldenberg
@scsdmedia

Classroom collaboration

Recorded here: information about collaborative work/instruction with classroom teachers.

* Required

Name of class *

Instructor's name (last name only) *

School *
- Lakeview
- Solon Middle School
- Solon High School

Number of students in attendance *

Topic covered

Emphasis of instruction *
- Computer applications
- Research tools
- Booktalks
- Web 2.0 tools
- Other:

Specific tools used

Type of collaboration *
- Planning session/teacher
- Classroom/students
- Other

#71 - Mapping Our Connections

Use a form to have participants add their locations for a collaborative project. Examples are on the participant [maps](#) on the [Global Read Aloud wiki](#).

How-to blog posts [here](#) and [here](#).

[@mrsdkrebs](#)

#72 - Scantron

Create a Scantron for M/C questions on Tests by asking for their F and L Name, Period, ID and create one Grid question. Create the number of rows to coincide with the number of questions you have on your M/C test. I also fix the columns to color red and the text to color white if the answer is wrong using conditional formatting.

Here is a link with all the instructions. There are also instructions on this link on how to make the Scantron grade itself.

Dotty Clark

Computer Apps and Business Instructor

Manzano High School

#73 - Sign Up Sheet for Topics

As a sign up sheet for topics that students are going to have to report on or give a presentation on. The form has first through 5th choice. I project the spreadsheet as they submit. If topics have to be unique to each student and a topic is already taken, I cut 2nd choice and paste it in first choice for the next submission.

This gives you a clean sign-up sheet without scratched-out marks all over it.

Dotty Clark

Computer Apps and Business Instructor

Manzano High School

#74 - Playing Jeopardy with a Survey Form as the "Buzzer"

I create questions on the unit I am teaching. I project these questions using the presentation document. (Once question per slide.) Then, I created a form where they have to submit the answer to each question. Here is a link to the form I created:

Dotty Clark
Computer Apps and Business Instructor
Manzano High School

Survey: https://docs.google.com/spreadsheet/viewform?formkey=dFQocVZhZWo4VXZQM1UyX0hLSExZNHc6MA

Spreadsheet: https://docs.google.com/spreadsheet/ccc?key=0AnuVkl1hK5dodFQocVZhZWo4VXZQM1UyX0hLSExZNHc#gid=0

Then, I show the question and my students answer the question on the form. Then, I display the spreadsheet from the form showing who answered the question first. I check for spelling and proper typing. The first one to have all the correct cells answered on the spreadsheet get a piece of candy.
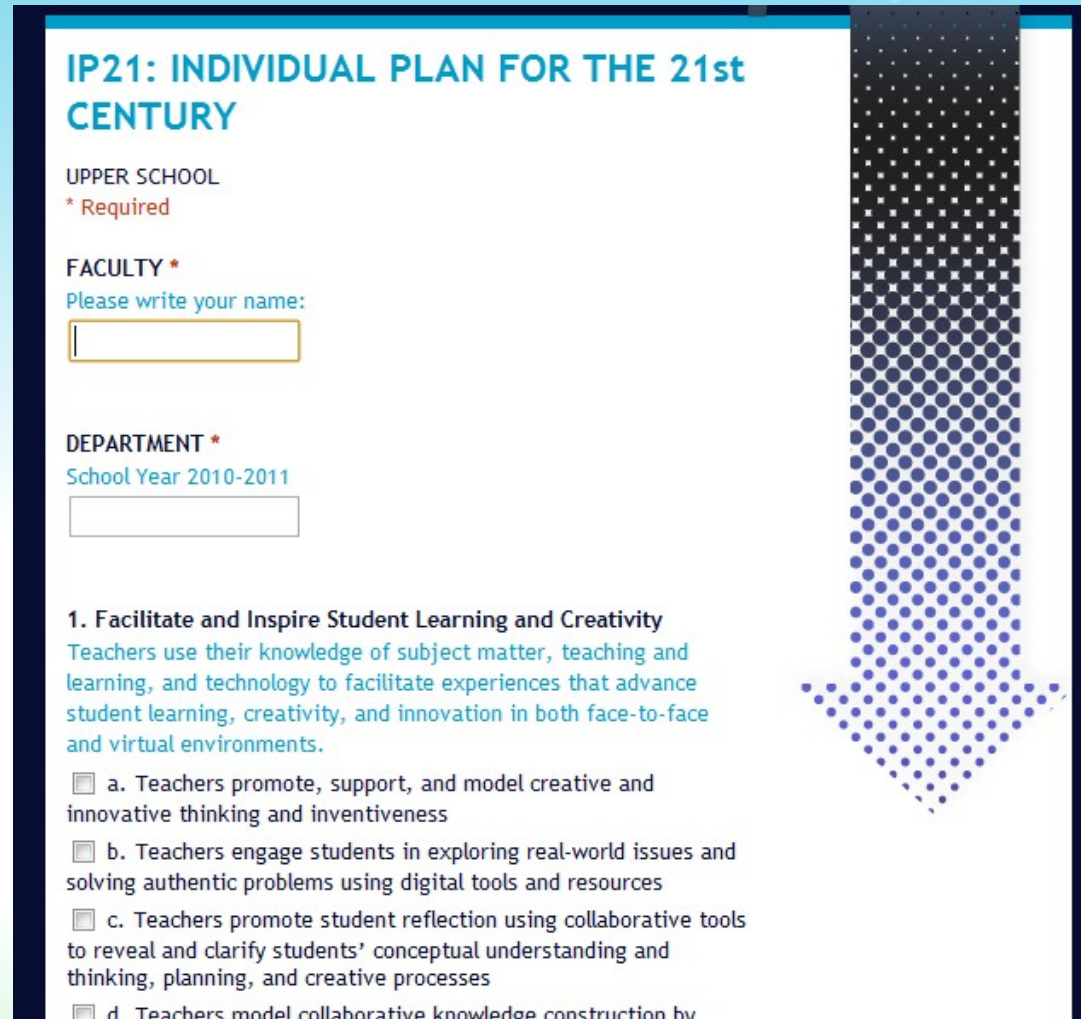
I keep going back and forth between each question and the spreadsheet of answers. It's equivalent to the Google Form being the "buzzer" for who answered first.

I added a "Random Question" to the form. I ask them silly questions such as "What room are we in?", "Spell February.", just anything to prolong their submission and make them type some more. Then, I will joke and throw in a question like "When is my birthday?" just to see their mouths open with disgust because they don't know. Then, I change it to something else.

#75 - Goals Sign Up

Faculty can select their
Professional Goals for the year.

At our school we call it the
Individual Plan for 21st Century
based on the NETS-T

IP21: INDIVIDUAL PLAN FOR THE 21st CENTURY

UPPER SCHOOL
* Required

FACULTY *
Please write your name:

DEPARTMENT *
School Year 2010-2011

1. Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and
learning, and technology to facilitate experiences that advance
student learning, creativity, and innovation in both face-to-face
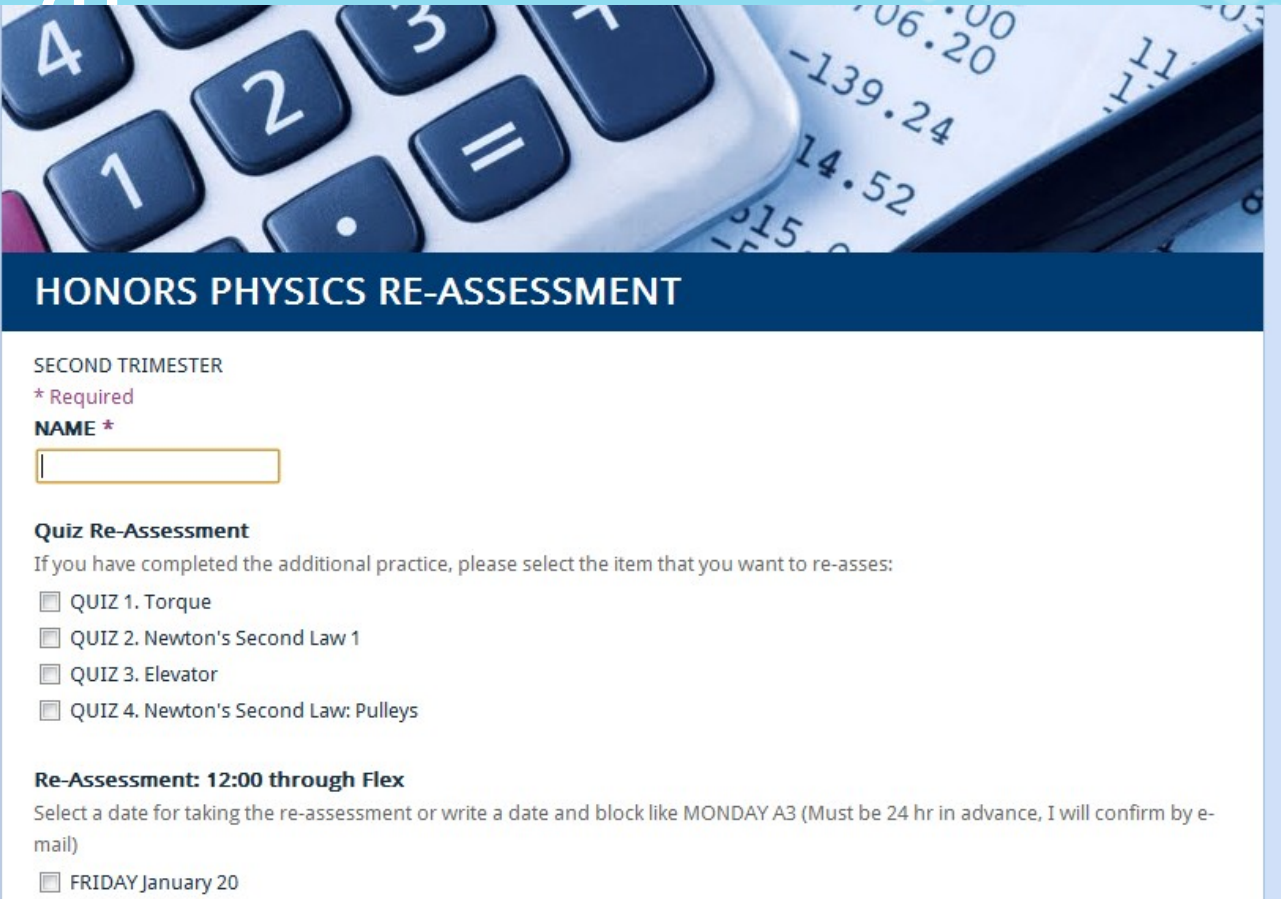and virtual environments.

☐ a. Teachers promote, support, and model creative and
innovative thinking and inventiveness

☐ b. Teachers engage students in exploring real-world issues and
solving authentic problems using digital tools and resources

☐ c. Teachers promote student reflection using collaborative tools
to reveal and clarify students' conceptual understanding and
thinking, planning, and creative processes

☐ d. Teachers model collaborative knowledge construction by

@dgende
| http://dgende.net | http://twitter.com/dgende |
http://journeyintech.blogspot.com

#76 - Re-assess

Faculty can select their Professional Goals for the year

At our school we Plan for our 1st C NEASI

Students can sign up for reassessment of their learning

HONORS PHYSICS RE-ASSESSMENT

SECOND TRIMESTER
* Required
NAME *

Quiz Re-Assessment
If you have completed the additional practice, please select the item that you want to re-asses:

☐ QUIZ 1. Torque
☐ QUIZ 2. Newton's Second Law 1
☐ QUIZ 3. Elevator
☐ QUIZ 4. Newton's Second Law: Pulleys

Re-Assessment: 12:00 through Flex
Select a date for taking the re-assessment or write a date and block like MONDAY A3 (Must be 24 hr in advance, I will confirm by e-mail)
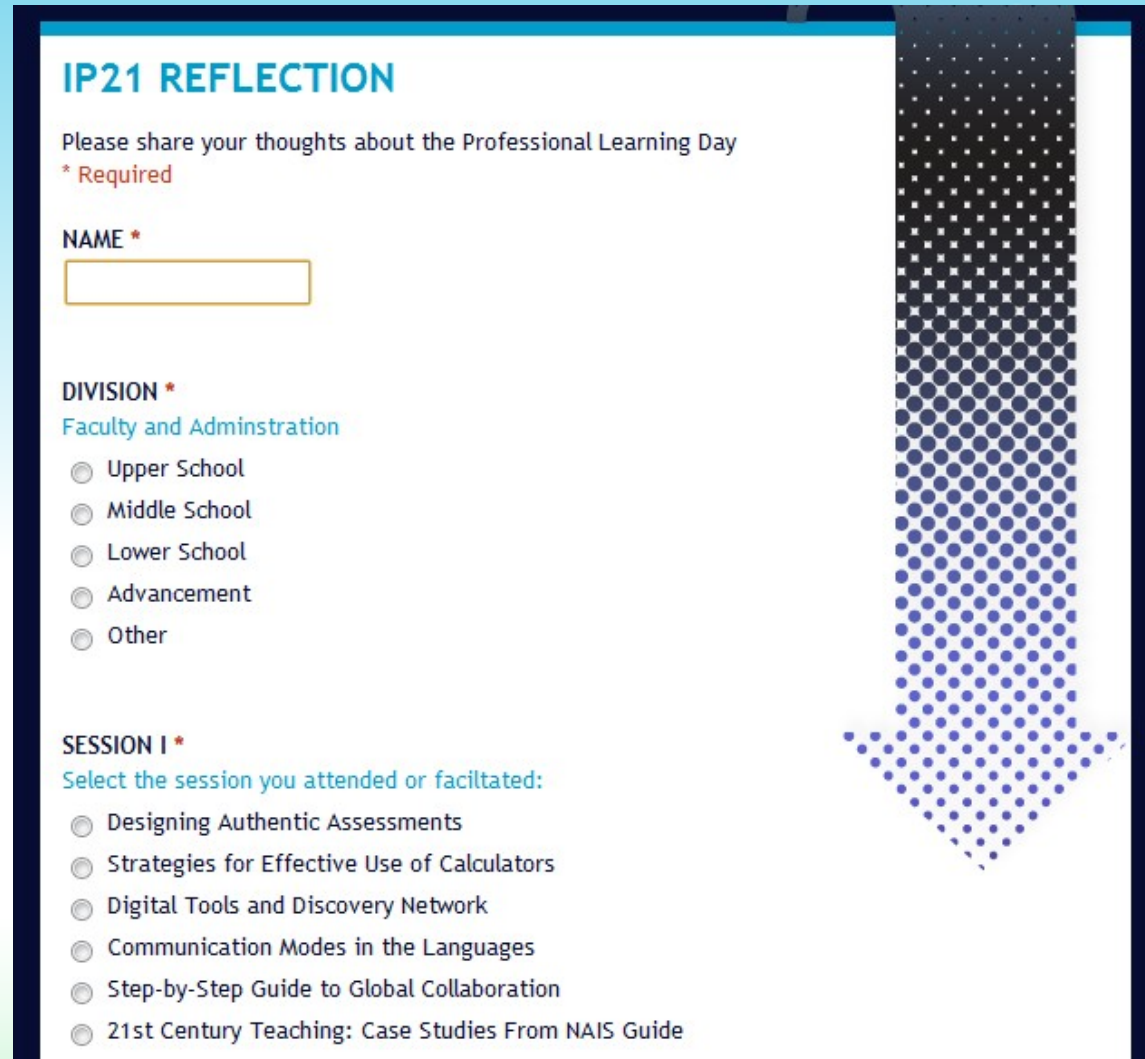
☐ FRIDAY January 20

@dgende
| http://dgende.net | http://twitter.com/dgende |
http://journeyintech.blogspot.com

#77 - Reflect

Faculty and Administration reflect after a Professional Learning Day. On the survey they relate
- What they learned
- Impact of their learning on their teaching practices

IP21 REFLECTION

Please share your thoughts about the Professional Learning Day
* Required

NAME *

DIVISION *
Faculty and Adminstration
- Upper School
- Middle School
- Lower School
- Advancement
- Other

SESSION I *
Select the session you attended or faciltated:
- Designing Authentic Assessments
- Strategies for Effective Use of Calculators
- Digital Tools and Discovery Network
- Communication Modes in the Languages
- Step-by-Step Guide to Global Collaboration
- 21st Century Teaching: Case Studies From NAIS Guide

#78 - Quickly assess thesis statements

I use Google forms to formatively assess thesis statements, assess the degree to which topic sentences match theses, and assess paragraph coherency. http://wp.me/p1Dq2f-cv

Janet | expateducator.com

#79 - Reading journals

Reading logs can be done using Google Spreadsheet. Each student has their own sheet that is locked so that only the teacher and individual student can modify. However, students can see what other students are reading.

If you would like to:
- Contribute your tips to the presentation.
- Let me know how you have used the resource.
- Get in touch.
  You can email me or I am @tombarrett on Twitter

If you add a tip (or even if you don't) please tweet about it and the link so more people can contribute.

I have created a page for all of the **Interesting Ways** presentations on my blog.
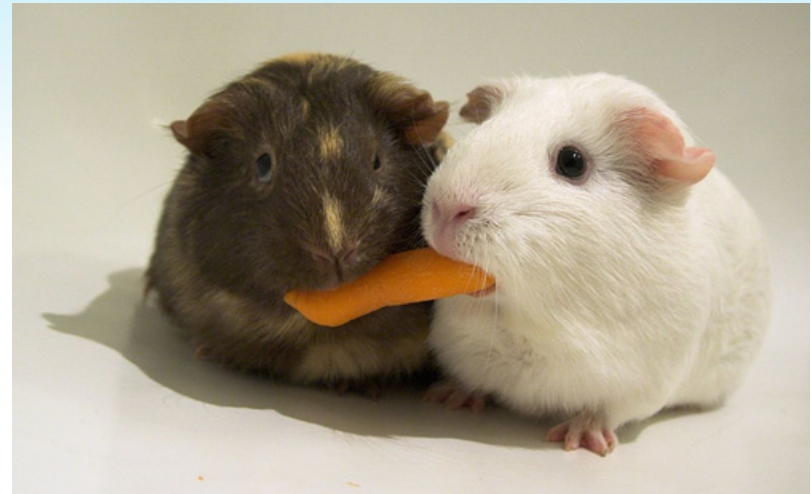
The whole family in one place :-)

Image: '*Sharing*'

Thanks for helping
Tom Barrett

Have you seen Maths Maps yet?