

# 37 Interesting Ways\* to use Google Docs in the Classroom



(\*and Tips)



# #1 - Use Spreadsheets for a first collaboration session.

- For the first session with your class on sharing and collaborating use a spreadsheet.
- There is a limit of **50 simultaneous collaborators** so there is plenty of room for a whole class.
- In this way you can include **everyone** and prove the concept of a shared workspace and live updating.

50





## #2 - Share pulse rate data

- Use a **single shared spreadsheet** for the whole class.
- Add the children's names in the first few rows.
- Add Pulse Rate 1, Pulse Rate 2 ... along the column headings.
- When exploring **resting pulse rate** or **pulse rate change** ask the whole class to add their data at the same time.
- Pooled data could then be analysed, averaged, charted and explored.
- The sharing of data from peers helps children to think about the **accuracy and reliability** of science data and to deal with a larger data set quickly.

Pulse 4	Pulse 5	Pulse 6	Pulse 7	Pulse 8
70	66	49		
80	97	96	81	60
89	85	89	89	90
102	62	90	72	102
42	102	104	90	30
68	72	76	80	82
78	52	72	60	90
66	60	66	32	46

# #3 - Know your limits

- There are limits on the number of synchronous collaborators for each Doc type.
  - 10 people can edit a **Presentation** at the same time (in old versions of Google Docs).
  - 50 people can edit a **Spreadsheet** simultaneously.
  - 50 people can edit a **Document** at the same time.
- 
- There is a limit of 200 combined viewers/ collaborators for all of the different Doc types.





# #4 - Use a Table in a Document to facilitate collaboration

- Unlike Spreadsheets with cells and Presentations with pages, Documents are an **open space**, and can sometimes exacerbate communication problems when collaborating.
- Consider using a **TABLE** when you are working in large numbers in a Document.
- **Add structure** to the page by adding a TABLE or if that does not suit the work, simple headings to signpost where people are working.
- This **structure helps** younger children to collaborate.



# #5 - I am Unique!

- This is a good activity to **model** the use of a shared space and live editing, as well as learning about a new class.
- It can be done in any of the Doc types.
- Ask your class to individually work on a single shared Document and finish the sentence: "**I am Unique because...**"
- They can add 3 different answers.
- Not only will you learn about your children but as it is shared they will **learn about each other.**





# #6 - Document Stats

- From the Tools menu, choose Word Count

Includes statistics about the document including the Automated Readability Index. It's a great motivator for students to have them write to their grade level. Gives students the ability to review the work and improve word choice, sentence structure and other key elements in their document.

More on readability:

<http://plainlanguage.com/newreadability.html>

Word Count			
Counts		Readability	
Words:	1187	Average sentences per paragraph:	2.65
Characters (no spaces):	5969	Average words per sentence:	13.19
Characters (with spaces):	7147	Average characters per word:	5.03
Paragraphs:	34	Average words per page:	395.67
Sentences:	90	Flesch Reading Ease: [?]	54.97
Pages (approximate):	3	Flesch-Kincaid Grade Level: [?]	9.00
		Automated Readability Index: [?]	9.00

Done



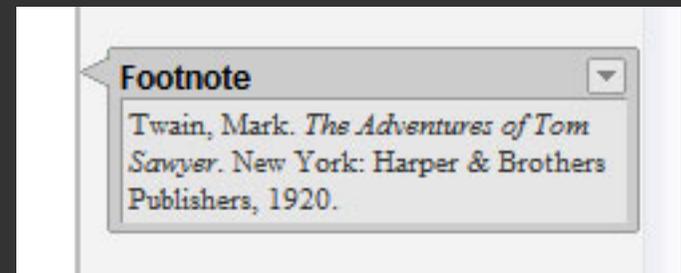
# #7 - Add a Footnote

- From the Insert menu, choose Footnotes

Great lead in to teach about copyright, plagiarism, and cyber-ethics in general. Document will include a # at the location of the inserted footnote with information in the sidebar. When printed, it is located at the end of the document for proper documentation.

More on Google Footnotes:

<http://is.gd/4V0u>





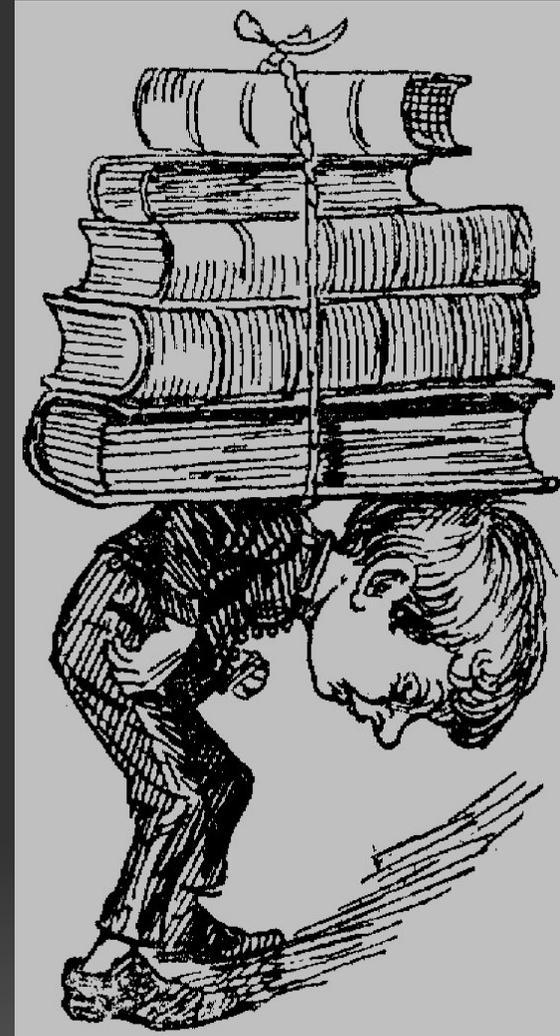
# #8 - Collaborative Homework



The collective working abilities of google docs are incredibly useful for collaborative homework.

For example several students can work on their presentation to be delivered during the hand-in lesson.

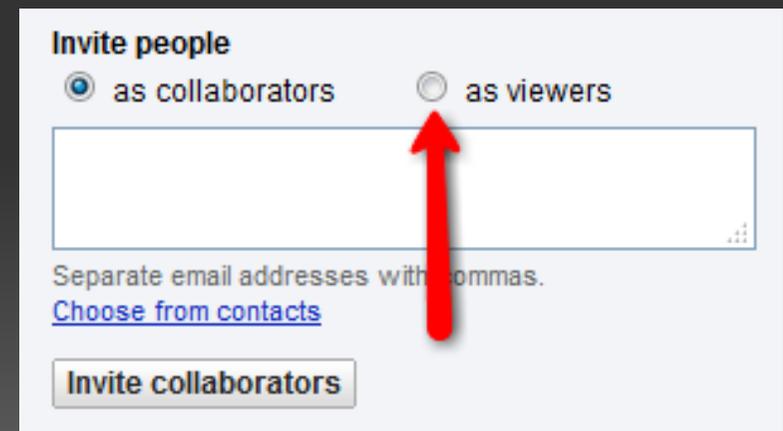
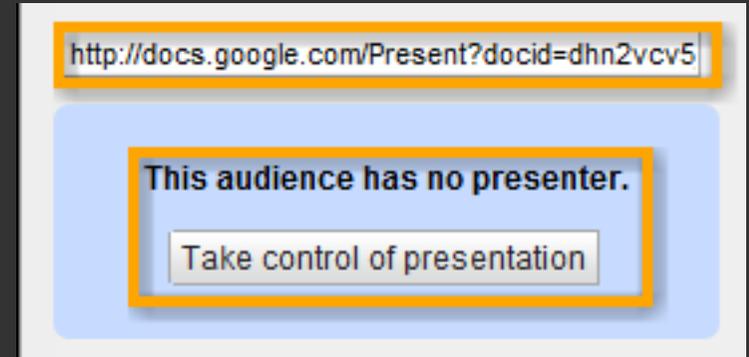
An alternative use is to collaborate on environmental / experimental data allowing access to group results and data.



# #9 - Publish a presentation for protected sharing.

- Instead of sharing a presentation in the normal way, allow students to view the **published version**.
- In this way it remains protected and edits are closed.
- Your students will get a better look at the presentation.
- You can **retain control** over what they see and when.
- Just email or share the **presentation URL** from the top right of the presentation screen.

An alternative would be to invite "**Viewers**" instead of "**Collaborators**".



# #10 - Use the Backchannel!



- Whilst presenting, encourage the class to respond to verbal questions in the **chat window** of the presentation.
- Better still have questions prepared on the slides for them to respond to.
- I have found that Year 5 (9-10 years old) children are **engaged and motivated** by using this instant messaging in a structured form in lessons.
- We have also had success when students are reviewing other children's presentations and **adding feedback** in the chat window.

The screenshot shows a Google Slides presentation slide titled "Explorers" with a sub-heading "Edmund Hillary". The slide content includes the text: "The first man to climb Everest was Sir Edmund Hillary in 1953 29th of may." Below this is an image of a person climbing a snowy mountain. To the right of the image is a portrait of Edmund Hillary with the text: "At least 170 people have attempted to climb Mount Everest and died. About 930 got to the top of Mount Everest." A chat window is overlaid on the right side of the slide, showing a list of messages from an audience. The chat messages include: "me: Ryan did a good job", "Ben: Improve on the volume", "Michael: Great work guys D-)", "me: Well done Jake I know how hard you worked on that presentation along with the others", "Ben: ryan did a good job", "James: I liked your presentation", "Ben: good work jake", "Michael: I like the way you presented it B-", "Jerema: I really enjoyed all the animals and learning more things about everest all the pictures were great and evry one was confident. well done keep up the good work.", "Ben: I loved that", "Sara: nice one ryan s cool", "Jake: Thanks!", "Michael: Good job people! >D", "Sara: see you ben", and "Michael: good".

Google chat feature in GPres

# #12 - Use Templates



Google has created templates for students and teachers.

- Teachers can direct students to use a certain template or they can browse the different categories.
- Teachers can also create their own templates and share them with their students.
- Make sure students save the template as a copy.

[Screencast on using templates with students](#)

[Middle School Lab Report Template](#)

# #13 - Collaborate prior to a field trip



## The Big Zoo Trip - by Westpark and Stanley Elementary First Graders

### Sara (Kansas City Zoo)

The gorilla is gray and black.

Bob likes to eat vegetables.

He plays on rocks and gorilla toys.

He has lots of friends, but no baby.

### Kaylee (Cleveland Zoo)

The gorilla is all black.

Mac likes to eat vegetables.

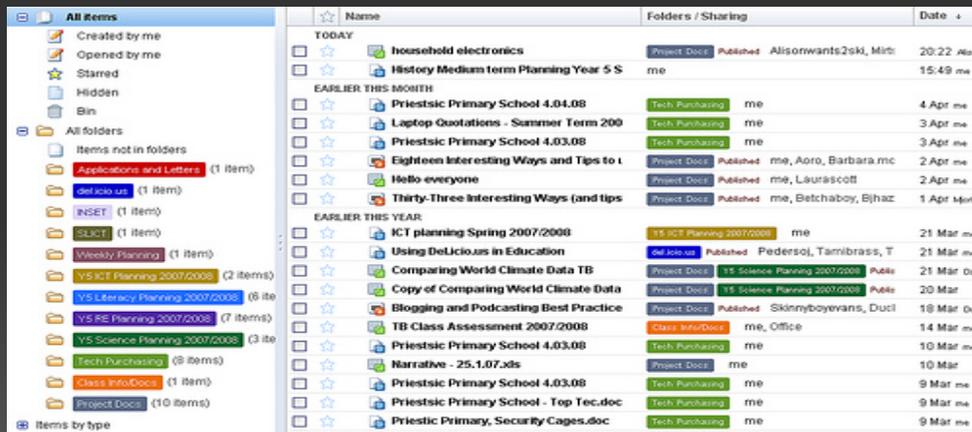
He likes to play with the other gorillas.

He also has a baby.

# #14 - Get Organized or just Search!

Encourage the children in your class to create subject folders from the NEW menu as they begin to create more documents.

These folders can be labelled with different colours to help show where documents belong.



Encourage them to also use SEARCH to quickly find what they are looking for. I find this one of the quickest ways to find content. Advanced searches are also an option.



# #15 - Share revision lists with pupils

Use Google Spreadsheets to share a revision list/log with your pupils.

Put pupil names along the top, topics down the side and a set of cells in-between with Red Amber Green conditional formatting (right click and choose 'Change colours with rules').

The screenshot shows a Google Spreadsheet titled "y11 revision". The spreadsheet has a menu bar (File, Edit, View, Format, Insert, Tools, Form, Help) and a toolbar with various icons. The main content area is a grid with columns A through M and rows 1 through 10. Row 1 contains instructions: "As you revise a topic, change it from r to a to g to show how well you know it." and "Choose the green topics in the list first, then the amber ones". Row 2 contains a legend: "r=red a=amber g=green". Row 3 contains pupil names: Alex, Amir, Stephen, Samson, Fabio, James, Kamisha, Chris, Jason, Simon, Carl. Rows 4-10 contain topics and their sub-topics. The cells for the pupil names and the sub-topics are color-coded: red for Alex and Amir, amber for Stephen, Samson, Fabio, James, Kamisha, Chris, Jason, Simon, and Carl. The topics are color-coded: green for Fractions, Percentages, and Algebra; amber for Area & Perimeter and Algebra (Simplifying).

	A	B	C	D	E	F	G	H	I	J	K	L	M
1			As you revise a topic, change it from r to a to g to show how well you know it.										
2			Choose the green topics in the list first, then the amber ones										
3	r=red a=amber g=green		Alex	Amir	Stephen	Samson	Fabio	James	Kamisha	Chris	Jason	Simon	Carl
4	Fractions	of a whole											
5		plus, minus, times, divide											
6	Percentages	find a %											
7		Percentage increase/decrease											
8	Area & Perimeter	Rectangles, triangle, parallelogram, circle											
9		Joined shapes (composite)											
10	Algebra	Simplifying											

Encourage pupils to update the sheet throughout their revision.  
Use the list to plan your final revision lessons.

Feel free to copy this example: <http://bit.ly/mrET1>

## #16 - Buddy Edit

Use Google Docs for students to buddy edit their Information Reports (or other type of writing).

They simply need to share their document with their writing buddies.

If you include the teacher as a collaborator and they can assist in the process as well, long before the product is finished.

<http://leighnewton.edublogs.org/>

# #17 - Reading Response

I've been finding it difficult for students to engage with me in their Reading Response Journals.

I leave questions for them which are mostly ignored.

By requesting them to use Google Docs for the Reading Response there can be an ongoing conversation, aided by the extra motivation of working online.

<http://leighnewton.edublogs.org/>

# #18 - 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.

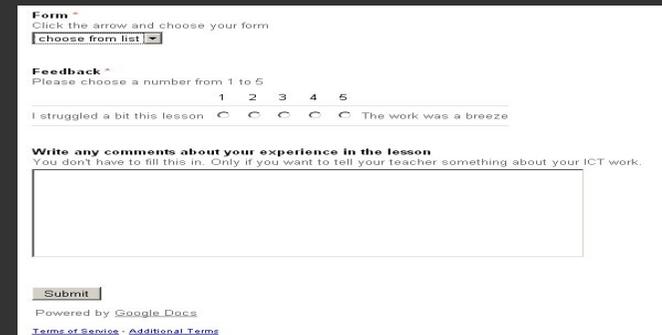
Enter forename and surname initial and class to maintain relative anonymity.

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)



The screenshot shows a Google Form interface. At the top, it says "Form" and "Click the arrow and choose your form" with a dropdown menu showing "choose from list". Below that is a "Feedback" section with the instruction "Please choose a number from 1 to 5". There are five radio buttons labeled 1, 2, 3, 4, and 5. The text "I struggled a bit this lesson" is followed by the first three radio buttons, and "The work was a breeze" is followed by the last two. Below this is a text box with the prompt "Write any comments about your experience in the lesson" and a sub-note "You don't have to fill this in. Only if you want to tell your teacher something about your ICT work." At the bottom, there is a "Submit" button, "Powered by Google Docs", and links for "Terms of Service" and "Additional Terms".



# #19 - Student feedback jank

- Started to use Google Spreadsheet to feedback to students about their coursework and help them set targets.
- They have responded really well to these short term targets which they see updated in real time.
- A great motivational tool and effective feedback system.
- At present it is a task checklist but looking to incorporate assessment feedback.

Google Docs  
OCRNat2010Unit21MrAllan

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	
1		Logo																														
2		A01	A02	A03	A04	A05	A01	A02	A03	A04	A05	A01	A02	A03	A04	A05	A01	A02	A03	A04	A05	A01	A02	A03	A04	A05	A01	A02	A03	A04	A05	
3	Philip B																															
4	Christopher B																															
5	John B																															
6	Rachel C																															
7	Bethany F																															
8	Lindsay G																															
9	Amy H																															
10	Stephanie H																															
11	Craig M																															
12	Alexander N																															
13	Anthony T																															
14	Daniel T																															
15	Bethany W																															
16	Natalia W																															
17	Matthew J																															
18																																
19																																
20	Incomplete																															
21	Completed																															
22	Not yet started																															
23																																
24																																
25																																

Unit0 Unit1 Unit21 Unit22 Unit23 Unit20



@infernaldpart

# #20 - Create Dynamic Visualizations

- Enter your data set into a Google Spreadsheet.
- Then use Exhibit to create websites with advanced text search and filtering functions.

International Edublogger Directory Members

Once you have chosen the Subject, Sector and Country, you can further narrow down the results by typing in specific keywords into the Search Box. As you type, the results of the search will start to appear in the middle of the screen.

Directory sorted by [label](#), then by [...](#) •  grouped as sorted

Subject

- All
- Career Guidance
- Educational Science
- EFL
- eLearning
- E-learning
- English
- French, English, Spanish, Italian, German
- German
- ICT
- Learning Instruction Teaching
- Learning Technologies
- Online Learning
- Open Educational

Members:

- Andreas Awwärter (Germany) [Full details...](#)
- Annetieke Akkersma (Germany) [Full details...](#)
- Brendan O'Regan (Ireland) [Full details...](#)
- Bruce Spear (Germany) [Full details...](#)
- Ellen Trade (Germany) [Full details...](#)
- Emer Brady (Ireland) [Full details...](#)
- Francis O'Toole (Ireland) [Full details...](#)
- Harst Sievert (Germany) [Full details...](#)

- Good for interactive maps & timelines.
- Great for integrated projects involving spreadsheet, database & web design.



# #21 - 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.

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	<a href="http://www.woodlancjunior.kent.sch.uk/">http://www.woodlancjunior.kent.sch.uk/</a>	Adults	Yes it was easy.
16/09/2009 14:05:16	<a href="http://www.woodlancjunior.kent.sch.uk/">http://www.woodlancjunior.kent.sch.uk/</a>	Adults	Yes it was easy.
16/09/2009 14:10:34	<a href="http://www.spartacu">http://www.spartacu</a>	Both	Yes it was easy.

Posted by Mir Haughton at 03:15 PM in [Year 6](#) | [Permalink](#)

**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. \***

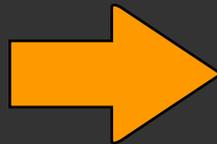
The dates that Queen Victoria reigned for.  
 Who Queen Victoria's father was.  
 Where Queen Victoria died.

**How helpful did you find the site? \***

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

@simonhaughton

# #22 - Spreadsheet Magic Fill



Google docs Unsaved spreadsheet

File Edit View Insert Format Form Tools Help

£ % 123 10pt B Abc A

	A	B	C	D	E
1	<b>Google Magic Fill</b>	Enter 2 items - highlight them, hold control and drag corner handle down to fill			
2					
3	Manchester United	basil	black	ferrari	banana
4	Chelsea	sage	purple	mercedes	apple
5	chelsea	rosemary	blue	ford	chocolate
6	manchester united	oregano	white	bmw	strawberry
7	arsenal	thyme	red	honda	vanilla
8	liverpool	pepper	brown	audi	cherry
9	real madrid	parsley	green	chevrolet	orange
10	calcio	tomato	pink	hyundai	sweet
11	juventus	marjoram	yellow	chrysler	lemon
12	milan	garlic	gray	dodge	cinnamon
13	everton	dill	orange	jaguar	blended
14	aston villa		silver		pear
15	fulham		navy		
16			gold		

## #23 - 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



Contributed by [@adambrice](https://twitter.com/adambrice)

# #24 - 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](https://bit.ly/JBSMathsEvening)

@chris\_1974

# #25 - 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

# #26 - Error Correction

Prepare a document with deliberate errors in it and ask the students to make corrections.

Works well with a whole class correcting at the same time in the lab or projected onto a screen with individual students taking turns.

Great for foreign language classes.



[@DaveDodgson](#)

# #27 - Collaborative writing from notes

Set a writing task for which students have to write something from standard notes (e.g. a formal letter or a sequence of pictures telling a story).

Once this is completed, ask students/groups one at a time to contribute a sentence or two to a shared document to produce a definitive class version.

Encourage editing of previous sentences, both for content and errors.

Works with several computers or just one projected onto a screen with students taking turns.

# #28 - Shared Professional Writing

Are you working with a student teacher or coteacher?

Are you crafting new curriculum?

Writing your school improvement plan?

Collaboratively write lesson plans and other documents in Google Docs in order to share ideas and writing in real time as well as provide timely feedback and clarification to colleagues.



# #29 - Forms for Professional Development

The image shows a Google Form for Professional Development on the left and an embedded Google Calendar agenda on the right. The form fields are as follows:

- Name of the classroom teacher \*
- Contact email address of the teacher
- Room number \*
- Year level \* (Dropdown menu showing Year 0/1)
- Session of the day \* (Dropdown menu showing Session one - 9am to 10:30am)
- Curriculum area \* (Dropdown menu showing Literacy)
- Learning intention for the session \*

The calendar agenda shows the following events:

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

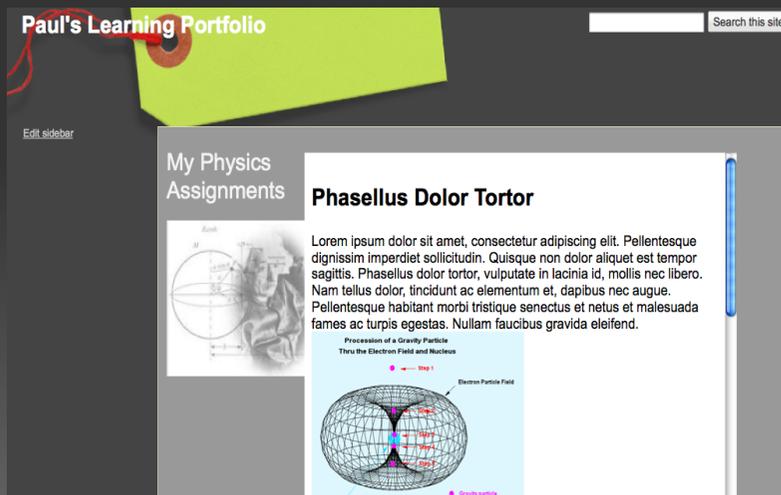
If you are running PD for staff within the school, use a Google Form to collect info from the teachers that you need. This feeds into a spreadsheet which you can set up to send you an email each time an entry is made. I set up an extra sheet on the spreadsheet where I move completed sessions as a record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

# #30 - Google Docs as Learning Portfolios

Have the students share a document with the teacher at the beginning of the school year. Student name, class, and assignment title, should be included in the title.

Teacher drags these docs to class folders. Instruct students to add future assignments to the top of the page. Updated assignments float to the top of your class/subject docs folders for easy feedback/marking. Have students publish and embed docs in their blogs or Google Sites. Teacher comments do not appear in the published version.



The screenshot shows a Google Sites page titled "Paul's Learning Portfolio". The page has a search bar and an "Edit sidebar" button. The sidebar contains a section titled "My Physics Assignments" with a sub-section "Phasellus Dolor Tortor". The main content area displays a document with a physics diagram and text. The diagram is titled "Precession of a Gravity Particle" and "Electron Particle Field". The text includes a paragraph of Lorem Ipsum and a list of items: "Step 1", "Electron Particle Field", and "Gravity particle".

@paulbmckenzie

# #31 - 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>

Mister Warkentin

Language Arts >

### Homophone Form

Homophones

Different spelling...Different meaning...SAME SOUND  
(Check the list below to see if your ideas is already here!)

\* Required

**First word \***  
Type the first word here.

**Second word \***  
Type the second word here.

**Third word**  
Is there a third word in your group?

Powered by [Google Docs](#)

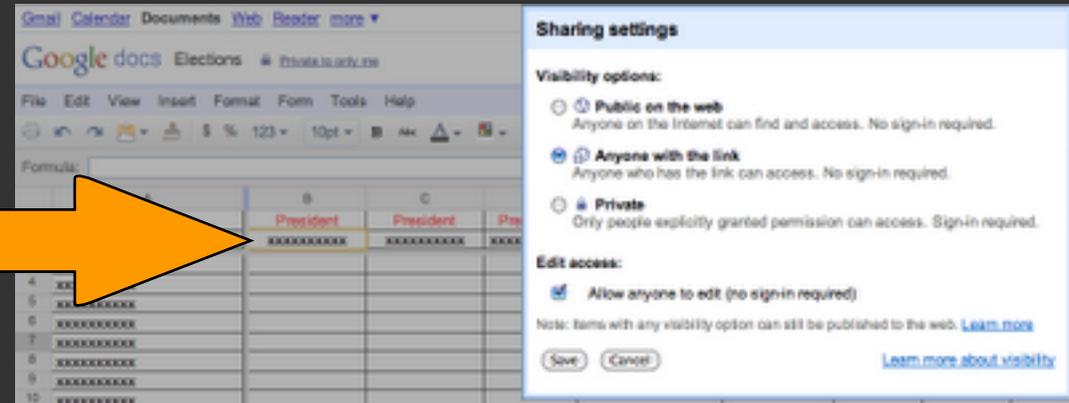
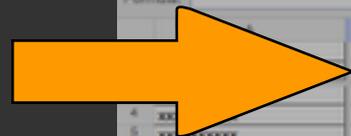
First word	Second word	Third word
plane	plain	
there	their	they're
air	heir	
to	too	two (2)
right	write	
buy	by	bye
dye	die	
I	eye	
you	ewe	
week	weak	
heel	heal	
ate	eight (8)	
for	four (4)	
sea	see	

# #32 - Easy Data Collection from Staff



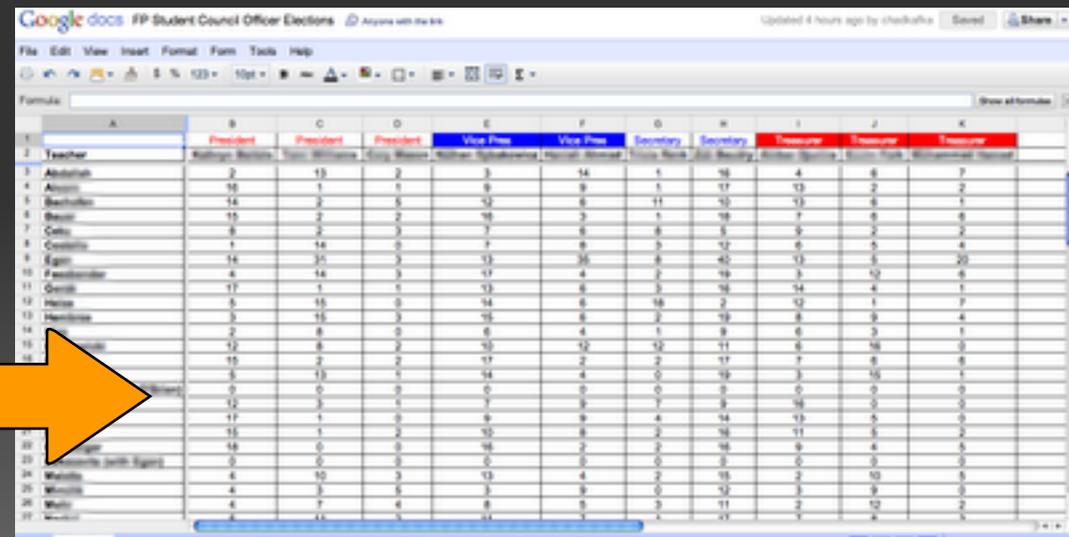
Create a Google Spreadsheet for data collection from staff (*Student Council voting in homeroom, canned food drive collection count by homeroom teachers, etc*).

If working with staff that aren't familiar with Google Docs or don't have a Google account, set your spreadsheet sharing settings to "Anyone With The Link" and check off "Allow anyone to edit (no sign-in required)"



After clicking SAVE, copy the link and send to staff through email.

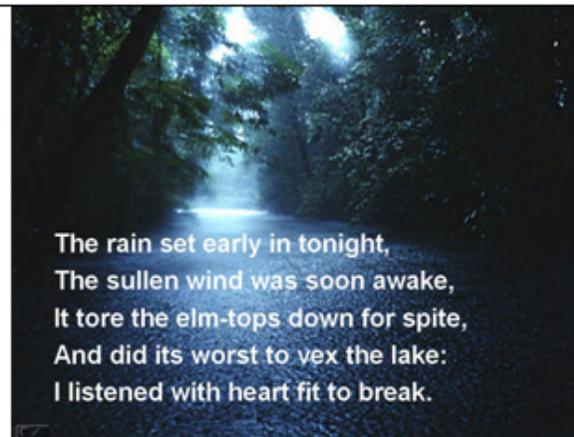
Staff can now enter data in the spreadsheet without having to sign-in!



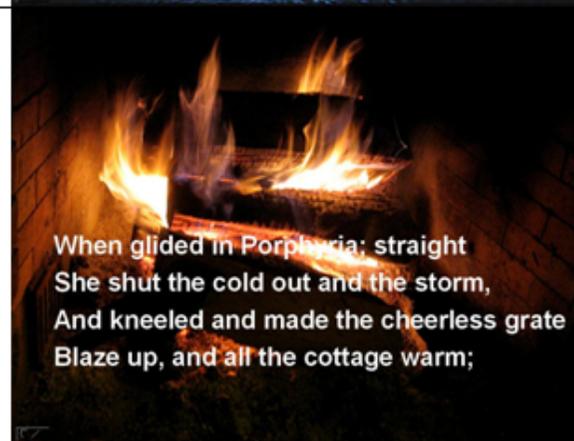
# #33 - Collaborative Textual Analysis

Upload a Word document with poetic text divided in to sections. Put pupils in pairs and give them sections of the poem to work on. Different coloured fonts is always a good idea! Only give them five minutes per section before "moving on" to the next section!

## *Porphyria's Lover* by Robert Browning



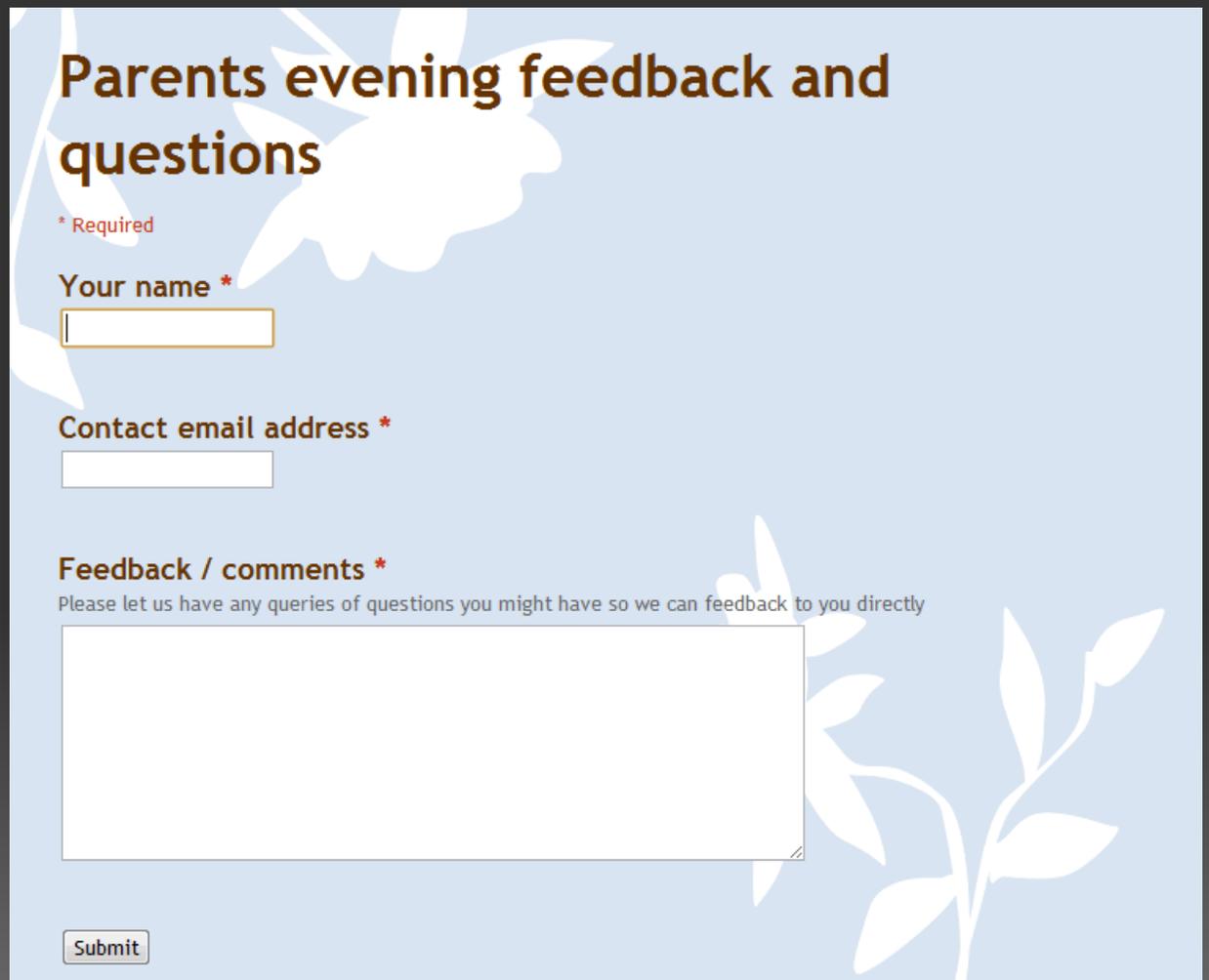
The poem's first five lines sets the scene – it is raining, and a storm rages. With it is established the tone of the narrative that follows. The storm is described in straightforward language: it sets in early, it plucks violently at the tree tops, and its force disturbs the tranquility of the lake. Browning's use of pathetic fallacy to personify the storm anticipates the mood of the speaker. The wind is "sullen"; it violently plucks the trees out of "spite," and it deliberately tries to "vex" the lake. The mood of the speaker is clear: he listens to the storm raging outside "with heart fit to break" – the weather both reflects and intensifies his feelings.



Porphyria enters the cottage, and immediately the tone changes. In place of the passive listener in lines 1-5, Porphyria is presented as active and full of life. Browning uses a profusion of verbs – "shut," "kneeled," "made," "rose," "laid," "untied" ... However, she seems not to be in a hurry. Rather, she is purposeful in her movements, emphasized by monosyllabic language. There is a powerful contrast between Porphyria's forcefulness and the speaker's passive and depressed state ...

# #34 - Parents consultation evenings

Simple form into which Parents can leave messages or queries whilst waiting to see or speak with you. Useful if you get a queue forming but can also be shared with parents who cannot make it on the night.

A screenshot of a web form titled "Parents evening feedback and questions". The form is set against a light blue background with white floral silhouettes. It includes three required fields: "Your name", "Contact email address", and "Feedback / comments". A "Submit" button is located at the bottom left of the form area.

**Parents evening feedback and questions**

\* Required

Your name \*

Contact email address \*

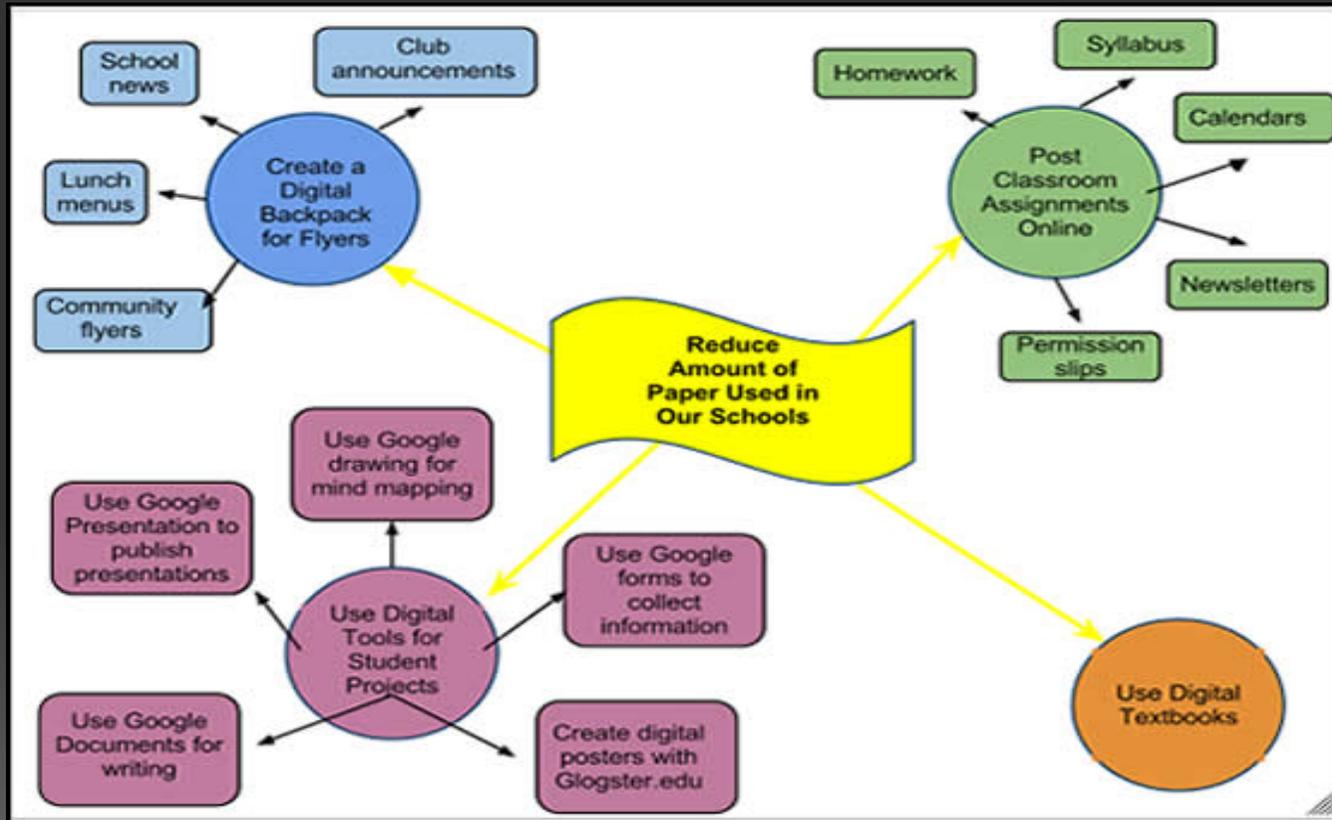
Feedback / comments \*

Please let us have any queries of questions you might have so we can feedback to you directly

Submit

# #35 - Google Drawing for Brainstorming

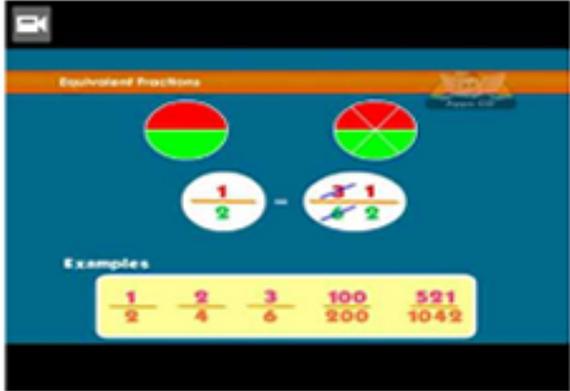
Use shapes, arrows, images and text to create a visual map, then let students work in groups to generate ideas. Use the revision history to see individual contributions from students. Consider creating templates to help students get started.



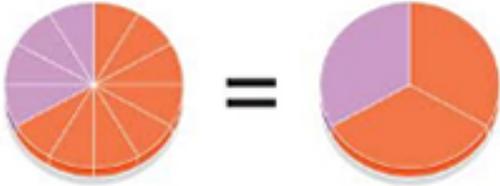
# #36 - Google Presentation to Build Vocabulary

Students work collaboratively in groups of 3 to construct knowledge about vocabulary. Include a video, an image and a definition written in students' own words. Duplicate the card and use animation to create flash cards for review.

## Equivalent Fractions



video



copyright-friendly image

**Our Definition:** Two fractions that equal the same amount. You get equivalent fractions by multiplying or dividing the numerator and denominator by the same number.

# #37 - Use Table of Contents in Doc to better organize and find information

In order to not "lose" your students in a doc that is full of information, create a table of contents that allow your students to "jump" to the section they need to go to. This will also help with managing the number of students you have using the doc simultaneously too. :-)

Here is how to do this:

1. Go to the **Format** menu and select **Paragraph styles** to add headings to sections of your document. There are six different heading sizes to choose from.
2. Place your cursor where you'd like to insert the table of contents.
3. Go to the **Insert** menu, and select **Table of contents**.
4. If you need to move the table of contents, select it as you would select text and either move it with your cursor or cut it and paste it.
5. You can continue to add headings to your document or change current headings. However, if you'd like a change to become part of the table of contents, you need to click first the table and then the **Refresh** button.

**Important:** If you want to change the text of the table of contents, edit the headings in the document body rather than in the table of contents. Once you update the table of contents by clicking the **Refresh** button, any manual edits you made in the table of contents will be cleared.

If you would like to:

- Contribute your ideas and 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 :-)



Thanks for helping  
[Tom Barrett](#)

Have you seen [Maths Maps](#) yet?