

Utilizing Google Classroom for Enhancing Professional Growth Among University Educators: A Case Study in Uzbekistan

Yana Arustamyan¹ and Yelena Aripova²

¹National University of Uzbekistan, Tashkent, Uzbekistan

²Westminster International University, Tashkent, Uzbekistan

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Abstract: In modern education, there has been a great deal of interest in blended learning, due to large numbers to online resources that match conventional face-to-face teaching. This article explores the use of blended learning on electronic platforms. Its aim is to provide educators and instructional designers with a comprehensive guide to all the resources at their disposal for extending their knowledge and implementing blended learning. Many credible platforms, such as Coursera for Campus, EdX, Khan Academy, Canvas LMS Community, EdSurge, Edutopia, The eLearning Coach, eLearning Industry, Google for Education, YouTube Education, LinkedIn Learning, and Twitter are reviewed. With the intent of providing educators with useful insights into how electronic platforms can be used for teaching and learning, we will analyze a range of sources to point out the present status of blended learning techniques and resources.

1 INTRODUCTION

Nowadays the role of e-learning tools is substantiated by their active involvement into educational process, which positively influence both teachers' and students' performance. This sets the stage for a discussion of Google Classroom's role as a platform in teacher professional development, with special coverage of the tool's potential to promote pedagogical growth and create an atmosphere that should be marked by lifelong learning. This study considers Google Classroom as a tool for professional development by focusing on its capabilities, advantages, and good practices. It seeks to show teachers how they can achieve excellence in their teaching and learning with the aid of this splendid application. Therefore, the present study intends to fill in this gap by investigating the following research questions:

1. What is the level of involvement of Uzbekistan teachers into blended learning?
2. What are advantages and disadvantages of online educational tools?
3. Which educational platforms enhance teaching and learning processes?
4. Is there any necessity for Professional Development (PD) courses in Uzbekistan universities? The present research also focuses on investigation the effectiveness of Google Classroom in the context of

professional growth and its significance as the innovation in our hypothesis of professional growths.

2 LITERATURE REVIEW

In recent years, blended learning has become a hot topic in educational circles – online resources combined with face-to-face teacher instruction. This literature examination studies blended learning on electronic platforms, with the emphasis on trustworthy web resources for promoting teachers' knowledge and skills.

The use of blended learning methods is in line with changing pedagogical techniques. The blended learning concept, as Garrison and Vaughan (2008) pointed out, combines real-life and virtual learning directly into a new medium designed to better serve constructivist education and student participation, and teamwork is encouraged. Furthermore, the Community of Inquiry (CoI) framework, which is the base for several models of blended learning according to Garrison and Kanuka (2004), emphasizes the importance of cognitive presence, social presence, and teaching presence as three constructive components that combine to create an effective online learning environment.

Through educational platforms such as EdSurge and Edutopia, comprehensive information regarding

best practices for instructional design in blended learning environments has been widely disseminated. According to Garrison and Vaughan (2013), blended learning is an increasingly important instructional design role, and teachers can develop adaptable learner-centered environments using online resources. Using EdSurge or Edutopia, as well as The eLearning Coach or other platforms like these- Clark and Mayer (2016), provides educators with practical examples regarding good practice in instructional design for blended courses.

Using electronic platforms along with traditional course management systems in the administration of blended learning is still being discussed. Coursera and edX are famous for their Massive Open Online Courses (MOOCs). The scope of their offerings has been greatly expanded to provide both individual and institutional learners with solutions. In order to give students access to the finest courses at top-ranked colleges and universities for credit (if they aren't already being offered), MOOCs can be used most effectively in a blended learning setting. Now these platforms are in the very middle of discussions about meeting various learner needs and scaling education.

In helping the K–12 sector implements blended learning programs, sites such as Khan Academy have been vital. According to Horn and Staker (2015), Khan Academy is a great example of how electronic platforms can be tapped to provide materials in a self-paced, mastery fashion because it has rich video lectures and exercises.

As a result of this system, teachers can concentrate on classroom tasks that require discussion, analysis, or problem solving. Class lessons are given as homework so that every student gets an individual learning experience, and the teacher has time to look after each one.

The Canvas LMS Community provides educators with a collaborative environment to share ideas and behaviours that facilitate successful blended learning. It also shows how teaching in higher education can be improved by drawing on the data itself and benefiting from inputs across departments. Picciano (2017) recommends integrating a strong learning management system into hybrid settings, which simplifies the administration of assignments and tests. The enhanced monitoring and communication functions and evaluation features that Canvas and other specialized LMS systems supply and offer educational institutions are often advantageous.

When it comes to blended learning situations, Google Educational Resources provides teachers with the resources and tools necessary for communication or teamwork. Hickey and Schaaf

(2020) note the suite's real-time collaboration capabilities are supportive of learning that requires active participation and the contribution of a group. While Mayer (2009) suggests that it is extremely important to make use of both visual and audio channels when learning a lesson so basic that he himself does not have to provide basic information.

Teachers who want to learn more about blending their knowledge can try LinkedIn Learning. As LinkedIn Learning has courses on instructional design as well as integrating technology, among other things related to blended learning. According to Darling-Hammond et al. (2017), this meets the demands of educators for professional development.

Among scholars and educators in the field of blended learning, Twitter is significant for networking. Facilitating conversations on blended learning brings scholars and educators together in active dialogue. Most significantly, the hashtags #EdTech and #BlendedLearning serve as thoroughfares for ebbing and flowing streams of research findings, highlighting the methods most conducive to success or where to find those rare materials that are cherished by educators- Dabbagh & Kitsantas (2012).

The wealth of online materials and venues available for educators and instructional designers to promote blended learning on virtual platforms is presented in this extensive review of the literature. These materials that comply with accepted educational principles and pedagogy provide insightful analysis, best practices, and research, as well as useful advice for the successful employment of blended learning strategies.

The educational environment has changed profoundly recently, primarily due to technological improvements and more attention being paid to educators' continuing professional development. Teachers' professional development (PD) has changed to accommodate the ever-changing needs of the contemporary classroom. Teacher preparation and development owe some of their flock to Google Classroom, too. Google Classroom is a noteworthy type of technology that has been more widely recognized in teacher preparation and development. Google Classroom, which has its roots in educational theory, has proven to be a useful tool for continuing professional development for teachers. Darling-Hammond et al. have made it clear: effective teacher professional development is an ongoing process that helps teachers improve their teaching methods. As pointed out by Darling-Hammond et al. (2017), it is not a one-time event. Google Classroom, by setting up a dynamic online environment for educators who are

engaging in collaborative learning, resource sharing, and reflective practice, supports such a purpose.

3 BENEFITS OF ONLINE TEACHER PROFESSIONAL DEVELOPMENT

Prominent examples of teacher professional development forms are those that can be fully qualified to act on or mediate teachers' work on the spot. Online professional development is focused on teacher accompaniment with technology. Turner (2003) suggests that the teacher or professor is redefined as nothing more than a device for students to absorb knowledge. With the virtual teaching field maturing in recent years, these kinds of implications are increasingly becoming a reality.

Initially, the main advantage of online PD is its flexibility. Teachers may incorporate their professional development with their teaching duties by determining their own learning speed and when they learn (Inan et al., 2016). This flexibility is particularly important for instructors who have to work within a time frame.

Another major benefit is personalized learning. Online professional development platforms typically contain an array of tools and courses to suit the different requirements of teachers (Darling-Hammond et al., 2017). Development activities should be selected based on a teacher's own teaching objectives, instructional environment, and areas needing improvement. Personalization makes the Professional Development experience more meaningful and conducive.

Moreover, with online professional development programs, educators can participate in multi-agent networks beyond the geographic scope of their local community. This global perspective could promote cooperation, sharing of ideas, and exposure to leading-edge international class methods- Inan et al. (2016).

Participation in online teacher development sessions allows teachers to avoid physical attendance at workshops or conferences. The number of educators and schools capable of earning good professional development credits is greatly increased in this way.

Multimodal learning is also considered to be crucial. As Inan et al. (2016) pointed out, many types of media are included in the online professional development system, such as webinars (online seminars with two-way broadcast capabilities),

interactive modules, and discussion boards. This multimodal method employs text, images, and interactive components to engage instructors and suit different learning styles.

Online professional development allows teachers to review material quickly and many times over at their own pace or as needed. With this self-paced method, they can understand the material much better, taking into consideration different levels of prior knowledge.

In compliance with Darling-Hammond et al. (2017), online professional development allows teachers to access and learn materials according to their own pace. Teachers are able to fully understand the content by using this self-paced method, which also takes into account different levels of previous acquaintance with it.

Reflection and application are also indispensable advantages as well. According to Inan et al. (2016), a lot of online professional development programs urge teachers to consider what they have learned and use fresh approaches in the classroom. By bridging the theoretical and practical divide, this reflective practice allows for significant improvements in instructional strategies.

As Darling-Hammond et al. (2017) assert, online professional development systems often integrate data analytics to monitor the performance and progress of instructors, offering insightful information on their professional development. Teachers may define and meet their professional development objectives with the help of this data-driven feedback.

Additionally, teachers may review and reinforce their learning over time via online professional development tools and materials, which are usually accessible for long periods of time (Inan et al., 2016). Because of its durability, teachers will always be able to improve their craft and adapt to new trends in education.

Darling-Hammond et al. (2017) claim that online professional development is readily scalable to meet the needs of several instructors at once. Due to its scalability, it is an effective option for educational institutions and school districts looking to provide professional development to a large number of people.

Online professional development therefore provides instructors with a cost-effective, customized, and adaptable method of ongoing professional development. Using the pedagogical insights of well-known writers, it is clear that online professional development formats suit the changing requirements and tastes of today's teachers,

improving instructional strategies and raising educational standards all around.

The following are a few potential Google Classroom activities for teacher professional development (PD), each with a thorough example to show how the activity should be carried out:

Forums for Discussion

Google Classroom discussions can be established forum where educators may exchange ideas, firsthand knowledge, and queries about a particular subject or method of instruction. For instance, “Effective Classroom Management Techniques” is the topic. Teachers may ask their colleagues for help, exchange success stories, and discuss their classroom management techniques. It is recommended that educators reply to a minimum of two postings made by their peers in order to promote a cooperative learning atmosphere.

Peer Analysis

In this activity instructors participate in a virtual peer observation and reflection activity where they watch each other's in-person or online classes and provide comments. E.g. Teacher A provides a recorded instructional video as an example. After watching the film and taking notes, Teacher B provides helpful criticism on teaching strategies and student involvement. In a follow-up post, Teacher A considers the comments she/he has received and lays out ideas for growth.

Interactive Tests and Self-Evaluation

This activity is created to with the help of interactive Google Forms tests or self-assessment programs gauge instructors' comprehension of pedagogical ideas or technological resources. It is possible to establish a quiz on the topic of "Incorporating Technology in the Classroom." Teachers assess their own tech integration expertise by taking the quiz. Following the quiz, teachers get immediate feedback on right and wrong answers as well as links to further learning materials.

Peer-Reviewed Curriculum

Teachers are asked to post their lesson plans on Google Docs or Slides so that other educators may comment and provide ideas. E.g. teacher A shares a lesson-plan online for a subject on “Climate Change”. After reading the material, Teacher B offers feedback on the goals, exercises, and evaluations. Having considered the input, Teacher A updates the lesson plan and distributes it.

Guest Speaker Online Events

It is necessary to plan webinars where education specialists or special guests present or lead workshops on pertinent subjects. As an example, a professional can provide a webinar on “Inclusive Classroom

Practices”. Instructors may choose to see the recording live or at their convenience. Following that, they take part in a discussion forum where they exchange important insights and inclusive teaching techniques.

Virtual Book Clubs

Google Classroom can be used for an online book club where educators may read and discuss books on professional development and pedagogy. They may choose a book such as Kath Murdoch’s “The Power of Inquiry” as an example. Teachers study the prescribed chapters on their own and then use the discussion board to share their thoughts, queries, and real-world applications. The group convenes electronically to exchange experiences implementing crucial findings in the classroom.

Micro-teaching Events

Teachers prepare and present brief lessons in person or via video conference during micro-teaching sessions. For instance, “Effective Questioning Techniques” is the topic. They are alternately instructed to comment on various techniques for ten minutes. Then participants share their thoughts on their strengths and areas for development after each session.

Cooperative Resource Exchange

It is a good idea to have a shared Google Drive folder where educators may add materials and collaborate on lesson plans, worksheets, and other educational tools. As an example, create a folder labeled “Teaching Resources”. Teachers organize and upload materials so that other educators teaching the same topic may readily access them. They have the option to post remarks or recommendations on how best to use the available resources.

Case Studies and Scenarios for Solving Problems

Teachers are provided with real-world case studies or scenarios for overcoming problems pertaining to issues in the classroom or educational regulations. “Addressing Student Engagement in Virtual Learning” is an example scenario. After analyzing the situation, educators provide tactics, best practices, or solutions in a discussion thread. As the follow-up conversation, educators may assess and contrast different methods.

Workshops Run by Peers

Teachers may be equipped with the tools to conduct workshops on subjects they are knowledgeable or enthusiastic about. As an example, Teacher A presents a session titled “Effective Differentiation Strategies”. Attending the online workshop is Teacher B together with other colleagues. To improve participants' comprehension,

Teacher A leads conversations and offers practical examples.

Development of a Portfolio

Teachers can be asked to use digital portfolios that include student work, lesson ideas, and best practices. As one example, educators construct student Google Sites portfolios. They include student accomplishments, proof of effective lessons, and introspective comments on instructional strategies. These portfolios are an invaluable tool for professional development and self-evaluation.

Projects for Action Research

Research projects can be implemented. So, educators look into certain problems or improvements in the classroom and present their results. They might study subjects such as “The Effect of Flipped Learning on Student Performance”. They use Google Slides or Docs to gather information, evaluate the data, and present their conclusions. Participants may utilize study findings and gain new ideas via collaborative conversations.

Reviews from visiting peers

A peer review procedure is another activity in which educators trade lesson ideas, tests, or instructional resources in return for helpful criticism. Teacher A and Teacher B exchange lesson plans. Then Teacher B uses Google Docs’ comments function to provide feedback. The procedure encourages teamwork and aids in improving teaching resources- Sadullaeva et al., (2018).

Journals for reflection

Reflective diaries on Google Docs are utilized, where teachers record their everyday encounters, difficulties, and successes. They schedule time each week to write in their journals and answer questions like: “What worked well this week?” and “What improvements can I make?”. In this way peer reviews or conversations can improve self-awareness.

Video-Based Self-Evaluation

Teachers are asked to self-evaluate their methods of instruction and videotape brief segments of their classes. For instance, educators may record a ten-minute class. As they watch the film, they consider how they might improve their teaching methods, student involvement, and classroom management. Thus, diverse viewpoints may be provided via peer input.

Challenges of Online Learning

Participants might be set a deadline to investigate cutting-edge EdTech resources. Teachers use Google Classroom to record their experiences, triumphs, and setbacks. Rewards and recognition have the power to spur involvement and participation of teachers.

Teachers have access to a rich, dynamic, and collaborative environment for professional development when these activities are integrated into Google Classroom. Teachers may improve their teaching abilities and consequently improve the learning experiences of their students by engaging in these activities that are in line with the concepts of active learning, reflection, and continual development. The case study that follows will show how instructors may use Google Classroom for professional development:

4 RATIONALE

The Department of Translation Studies and Comparative Linguistics (National University of Uzbekistan) decided to experiment and an unprecedented case study was launched in which twenty English teachers actively participated. The purpose of the series of Google Classroom lessons was to improve their ability to teach. The lessons were carefully designed with the State Educational Standard of the Republic of Uzbekistan in mind offering a solid foundation for effective teaching. The material was constantly adapted, combining diagnostic surveys with examinations. This made it possible to address shortcomings in teaching approaches and gauge participant performance. Teachers interacted with customized lesson plans, resources, and independent study tasks by using Google Classroom’s interactive capabilities. The results of the research showed clearly the importance of offering PD opportunities, continuous assistance, and thoughtful program design. This underscores the tremendous influence on language instruction exerted by online professional development. The aim was to evaluate the effectiveness of a mature training plan that could help adult learners learn English well in the face of the rapidly changing online educational environment. To achieve this objective, the experiment took a multi-pronged approach. It began with a full examination of the relevant literature so as to identify any prevailing ideas that best align with the State Educational Standard of the Republic of Uzbekistan.

5 MATERIALS AND METHODS

It provided speech-dealing concepts as the material of written expression. For meeting comprehensive English teacher needs, the emphasis is on

harmonizing teaching methods with upfront online didactic resources available globally since 2020. This informs the preparation of questionnaires for the next phases. From an extensive survey of the literature, we have designed a questionnaire that delves deep into the multifaceted aims, inclinations, and practical uses of English teacher training modules. By virtue of its use of the Google Forms platform, access to the site is guaranteed for all students. It has modified

techniques and resources from a thorough understanding of students’ needs. We aimed at involving students in the data collection to discover how important it is to use online learning platforms like Google Classroom to implement proactive, student-centered approaches in teaching. Table 1. depicts student population taking part in the research. The groups of students were chosen randomly.

Table 1: Students’ Profile

Year	Male Students	Female Students	Total Students
Year 1	15	10	25
Year 2	13	12	25
Year 3	10	15	25
Year 4	11	14	25

Through this study of performance, levels of performance, and student feedback data, teachers may better align instructions to meet the requirements of various learners, including those with varying degrees of difficulty and learning style. This involves real-time feedback systems, creating personalized learning opportunities, and using interactive and participation technology. Furthermore, the incorporation of adaptive, culturally sensitive, and multimedia elements into instructional media facilitates timely, contextually relevant, and user-friendly learning. Digital platforms such as these may enhance inclusive and nurturing learning settings to improve the academic performance by providing adaptable material, progress tracking, and real-time interaction management.

drivers of self-motivation. Utilizing a Likert scale, this tool gives unlimited responses.

The study points out that teachers use the internet and online tools commonly. However, it also reveals a gap: while a lot of interned resources are being used, they do not always fit the unit in terms of speech, raising doubts about their reliability. We used Google Classroom for PD training and reveals a significant improvement in students' marks. A hundred students’ performance from different levels was analyzed. The average semester mark increases from 70% to 80%. In all, 72% of respondents in the survey thought the training sessions were the most effective. Also, 53% regularly use it for self-improvement--popularity among the participants as a perceived value for education according to the data from our questionnaire.

6 RESULTS

The questionnaires and evaluations teachers filled out for us help to explore in some detail how different teachers teach. It is also an important survey regarding teacher awareness, training and even

7 DISCUSSION

The line graph illustrates the changes of average semester grades with time. The line graph shows an upward trend of average semester grades suggests

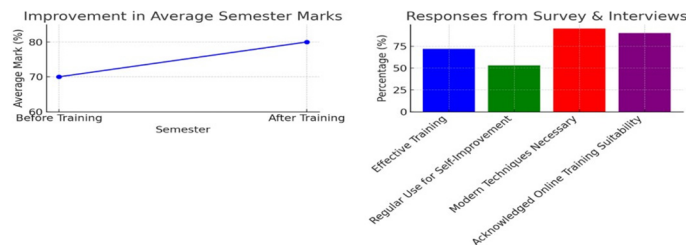


Figure 1: Improvement in Average Semester Mars

that students' grades increased 10% from 70%-80% after their teachers had Professional Development (PD) instruction was distributed using Google Classroom. It is safe to determine that a 10% gain demonstrates the use of Google Classroom into PD instruction to a point that could affect student learning outcomes. The graph demonstrates a substantial amount of evidence after one reads and processes the information that digital integration in the classroom can drastically change students' academic performance.

The assessment of modern teaching styles and e-learning tools is no simple affair. In the case of the Google Classroom training strategy, rigorous interview and survey data were reviewed and analyzed. When it was all over, we determined "72 percent Highly Effective Training" for the highly effective / somewhat effective survey responses. The beginning of June was coded out with a massive amount of teacher growth and development.

"Very frequently", was the response from nearly half of respondents (53 percent), which clearly tells us that this prevailing category is one nearly all educators. As we have observed, they place an incredibly high value on continued education and professional development, and they have definitely found Google Classroom to be the best for professional development. This need for more modern using methods is something that 95 percent of teachers feel is an very important one, and the fact that almost that same percentage do not think there is a time in the near future when all of this tech integration and new methodologies catches up with this modernization of present day instruction, shows us at least educators are almost overwhelmingly clear that the role technology is playing making sure their students get an education flexible enough to succeed in the changing global environment and this is absolutely critical to their work.

Appropriateness Rating demonstrated 90%, as most agreed that digital training for teachers was appropriate, but the comments reveal significant qualifiers to that general response is related to logistics and communication that teachers knew they would need to work out. The nuanced response really reflects that footer – that platforms like Google Classroom might soon be incredible assets for development, but that most would agree a huge number of kinks in participation, communication and technology must be worked out before they are ready. As a whole, the charts reveal a blended picture of exactly how platforms like Google Classroom are impacting professional development, instructional practice and the openness to being instructed – one

where teachers are clearly looking forward to employing these platforms to improve their instruction, but one that might be best summed up by the recognition that it is all a good combination in which new power tools are not destroying a desire to get the professional development, but instead facilitating it.

8 CONCLUSION AND RESEARCH LIMITATIONS

Some downsides still exist even if the pilot test was successful. For example, during Google Classroom classes the instability of the Internet caused problems. In addition, the instructors' after-class activities were so complex that many participants found them difficult to participate in fully. The following teachers' comments were received in the feedback session:

Teacher 1: "I personally liked our PD sessions but sometimes the Internet connection lagged and this was inconvenient"

Teacher 2: "I was exhausted after teaching several classes in a row and for me it was too hard to take part in these late PD sessions. Can we do something with this?"

Teacher 3: "I suppose we need to have a special day off for this activity, and such sessions must be held regularly once a week!"

Hence, this shows that Google Classroom professional development sessions increased educators' knowledge and instructional skills. So it has been suggested that requirements be phased in, there should be constant hand-holding, and individual teachers' training programs are designed carefully to cater to them.

The groundwork for future studies is as following. We suggest not only doing research into web-based resources for training language teachers but also long-term studies that examine how teaching methods alter as a result of such training. And we advise that a comprehensive study needs to be done to see how effective online courses are in enhancing traditional teaching methods.

During this period of educational changes, efficient use of technology in teacher professional development is a matter of life and death for promoting continuous innovation. Through a comprehensive examination, we have found many activities and benefits of online professional development in Google Classrooms and the

hypothesis proved to correct taking into account all the analyzed data. Stanford University's use of Google Classroom in teacher professional development is a successful example of how this platform may offer educators more adaptable, collaborative, and introspective options. All in all, it underscores the importance of professional development as a flexible activity that is oriented towards the learner--one that ultimately results in better teaching methods and improved student learning opportunities.

By practicing online professional development activities, educators can do meaningful professional development according to their own Likes and dislikes. For instance, discussion forums, micro-teaching, peer observation, and webinars of experts are some examples. On the one hand these exercises will help to foster a culture among teachers of lifelong learning and continual development, on the other they encourage teamwork, self-examination, and data-driven decision-making skills.

In the future of education, programs like as Google Classroom are integrated more and more with digital technology. This will be crucial to how professional development for teachers worldwide is formed. Prioritizing adaptability, customization and collaboration as the key factors ensuring our educators will possess the expertise and abilities to meet the constantly changing demands of both learners and the institutions in which they are educated.

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