



News

September 2017

A Publication of the Nebraska Educational Technology Association

Everything I Learned About Technology I Learned In Kindergarten



NETA Newsletter

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Contributions are welcome.

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If you can share a success story related to technology in the classroom, or a software solution review, we'd love to print it in a future newsletter.

Contact Julie Moore, phone (402) 540-1904 or e-mail executivedirector@netasite.org with a short summary to see if your story can be included in a future issue! ♦



NETA is an affiliate of ISTE—The International Society for Technology in Education.

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Matt Lee,
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Message from the President

All I Really Need to Know About *Technology* I Learned in Kindergarten

IN 1986, ROBERT FULGHUM published a book of short essays titled, “All I Really Need to Know I Learned in Kindergarten.” The first essay, whose name inspired the book’s title, made the case that we leave kindergarten with all of the skills we need to be successful in life.

Much has changed since 1986. Society has evolved, technology has become pervasive and even the youngest among us are exposed to technology and social media. So, do Fulgham’s ideas still hold truth? Is everything you need to know in the digital world taught to us in Kindergarten? In short, yes!

Share

Don’t Over Share. Children say the darnedest things don’t they? As any elementary teacher can tell you, students can share things that should not be shared in public. From the “well my mommy said...” to embarrassing stories about their home life, young students need to develop a filter on what is appropriate to share in public. In the digital world, we also need to develop a filter on what is appropriate to share. Here, the stakes can be and are higher than what a kindergartner might tell her/his teacher. Instead of simply being embarrassing for the teacher and parent, over sharing online can have real consequences. We need to remember what we learned in kindergarten—think before we post!

Be Kind to One Another

The Golden Rule. One of the first rules we learn is to treat others as

you would want to be treated. This is as important online as it is in our kindergarten classrooms. In kindergarten, we learned you shouldn’t take friends’ blocks while they are playing with them or hit someone when you are frustrated with them because you wouldn’t want them to do that to you. Now grown, we need to consider how our actions online impact others. Was that comment you made on Instagram or Snapchat something you would want someone to say to you? Would you say it in person?

Make Friends. Friends teach us life skills, help us learn to have relationships, support us when we are in need and keep us grounded. Friends matter. Make friends in real life and online. Develop a personal learning network. Reach out to others and support them. Connecting online can be just as powerful as connecting in real life. Spend time to nurture those relationships.

Don’t Bully. It doesn’t matter where you are—online or in kindergarten—don’t bully. Don’t say mean things to other people, talk behind their back or work to exclude them from groups. Be kind. Stick up for others.

Live a Balanced Life

Everything in Moderation. Eating a whole bag of Oreos will make you sick. Too much pop can give you a tummy ache and too much passive screen time can be bad. Don’t over indulge on any one

thing. Playing video games all day is bad, as is spending all your time mindlessly surfing Facebook or playing CandyCrush. Instead, eat a couple of Oreos with some milk for dessert, play an hour of a video game, watch a movie, spend some time with friends online and offline. Mix it up! It will be good for you!

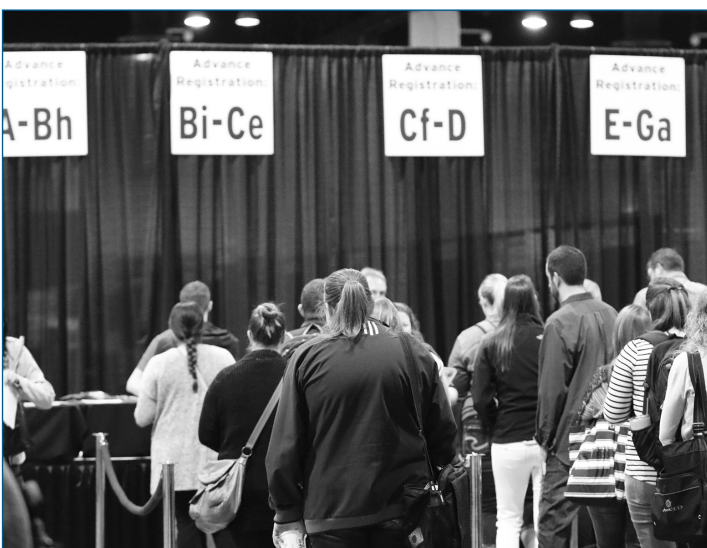
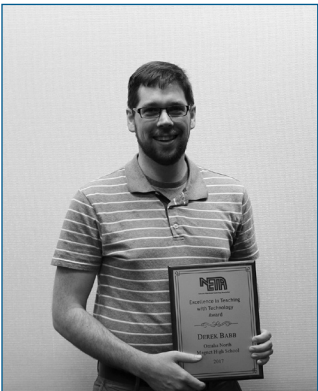
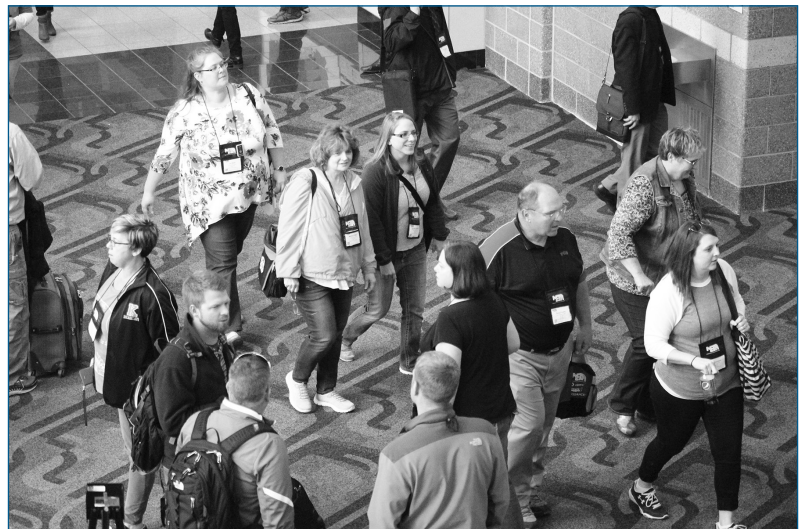
Go Outside and Play. Technology is wonderful and amazing. You can do almost anything with a tablet or a computer. Create a work of art? Yep. Program your own game? Absolutely. Connect with people from around the world? Definitely. But just as it was great fun to learn inside in kindergarten, we also learned how important it was to go outside for recess. Take a break from things and engage with the outdoors. Go for a run, take a walk or go to the park. Maybe even take a try at the monkey bars! Going outside is a great way to decompress from our busy world, just like it was in kindergarten.

Be Aware of Wonder

Keep a Sense of Awe. Let Things Surprise You. Lastly, keep the sense of awe that we had as children. The world can be a scary place, but there is good out there. Seek it out. Use technology to connect with people. Find new places to explore. Use a travel app to find hidden treasures in your hometown or a favorite vacation spot. Donate to someone in need using a crowd funding website. Do good. You’ll be amazed how you feel. ❖

NETA 2017 Photo Gallery

Pearls of Wisdom—Celebrating 30 Years!



NETA 2017 Photo Gallery

Pearls of Wisdom—Celebrating 30 Years!





Message from the President Elect

The Tall and Short of ISTE 2017

Heather Callihan, Northwest Public Schools, introduces the reports from several board members who attended ISTE in San Antonio.

ISTE 2017 PROVED TO BE yet another amazing experience. Just as any conference there are always “Tall” things you take away and “short” things you take away. The “Tall” things are the big picture ideas that you wrap your mind around bringing back to your school and district. The “short” things are the quick takeaways you can implement right when you return. Let me share with you the *Tall and Short of ISTE 2017*.

The “Tall” things I takeaway at conferences are the overarching themes, ideas consistently mentioned throughout sessions and keynotes. This year “sharing your story” was a statement I heard several times. New ISTE CEO, Richard Culatta, shared this message several times when addressing attendees. Whether you blog, tweet or use other social media, everyone has a story and it is worth sharing. This is a message we need to send to students as well. Our stories show our successes, failures and our journey to grow and improve. What is YOUR story and how are you sharing it?

Another “Tall” takeaway is the connections. Whether it’s meeting face to face with those who I know on Twitter or making new connections, ISTE is full of like-minded educators striving to connect, learn

and grow. There is just something awesome about the post session conversations that continue well after the conference. For example, upon arriving

at the airport for my return flight, I was greeted by the not so fun “delayed flight” notification. The disappointment was quickly erased as I made yet another connection—Andrew from Alaska! Due to a flight delay I was lucky enough to extend my ISTE experience with conversation and reflection with Andrew. We shared ISTE takeaways, school district stories and thoughts and ideas about education in general. This is just one example of the value of connections and how learning at conferences extends beyond the specified calendar days.

The “Short” takeaways are tips, tricks and tools that I takeaway and can share and implement with ease as soon as I get home. The first short takeaway is new features in Kahoot. With the launch of a NEW app, students can now see the questions and answer options on their own device! This is huge for younger students using Kahoot. Another takeaway involves Book Creator. Book Creator is now available on the WEB! Those using Chromebooks have a reason to celebrate this recent update! Still looking for more short takeaways... Let’s celebrate messaging in Seesaw. Not only can you share stories and projects with parents and teachers, Seesaw now has the ability to send direct messages or reminders to

those parents who are linked to your Seesaw class!

And last but not least, let me share my “Tall and Short” takeaway. You may recall last year’s release of updated ISTE student standards. This year ISTE launched the updated teacher standards. As we embrace the idea of learning to learn over learning facts, provide more voice and choice in learning and focus on pedagogy and leadership, there was a need for improved educator standards. As an empowered professional, learning catalyst, the ISTE standards for educators are designed to inspire a vision for pedagogy-driven digital learning and teaching. You can find more information and downloads of the new educator standards as well as those for students and administrators at <http://www.iste.org/>.

Whether you take away tall or short things from conferences, always know that we all start our learning journey at a different level. You may feel short, you may feel tall. We take away both. Take time to reflect on the short and the tall, challenge yourself to grow taller, take risks and share the story of your journey. After all, we are better together. Thank you Corey Dahl for the opportunity to take frequent “tall/short” photos and allow me to use this humor as a way to reflect on my ISTE 2017 experience.

Photo credit: Corey Dahl

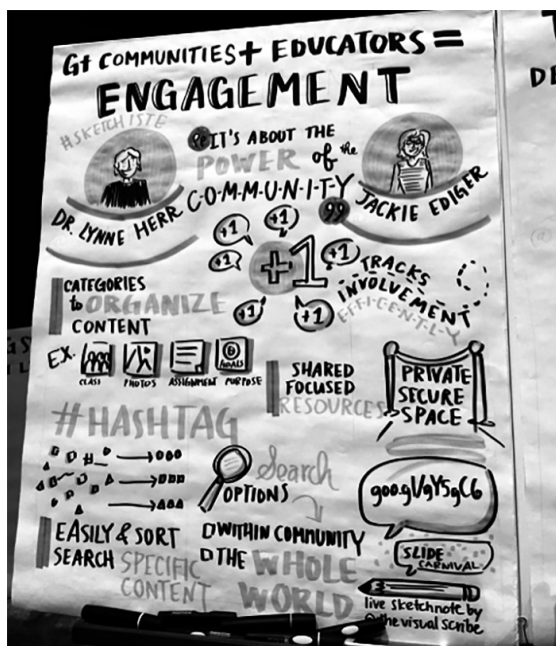
(More ISTE Reviews on the next page)

More Reviews from the ISTE 2017 Experience

G+ Communities— Jackie Ediger, ESU 9

ISTE 2017 was a great experience! So much learning and connecting with other Educators!

As Google Certified Trainers, Lynne Herr from ESU 6 and I presented *G+ Communities + Educators= Engagement* in the Google Teacher Theatre on Tuesday. It was fun to remind educators about an often overlooked tool that offers so much for schools. As session presenters, we were delighted to be presented a professional sketchnote of our session created by “visual note-taking ninja” Minh, @thevisualscribe, pictured above. You can check out our presentation at <http://goo.gl/tgexLE>



What is G+ and How is it Used in Education?

G+ is Google’s social media platform, and while it is very similar to Facebook in its intent and purpose, the majority of its use is for professional connection and resource sharing and curation. A G+ Community is a group created within G+ around like interests or purpose.

In the majority of our G+ Communities, the groups are private, secure communities with only invited teachers as members. In our K-12 classrooms, teachers often share photos of students involved in class activities, examples of instructional strategies and effective classroom management tips as a way to learn from each other without leaving their own classrooms. In the technology skills online graduate course we teach for UN-L, the Community is the class hub. Students share resources they find online, discuss topics from digital citizenship to 1:1 implementations and post their assignments for peer and instructor feedback.

The Power of Voice

Becky Miller, Norfolk Public Schools

As I walked into the convention center for #ISTE17, I was immediately taken aback by the calm. It was like the calm before a storm. A storm of thousands of educators descending on San Antonio with an eagerness to learn like none other.

After gathering my registration info, I walked into the main hallway. I was immediately drawn to a chalkboard with talking bubbles all over it.

#VoicesOfISTE with the question, “What is your #1 GOAL for ISTE 2017?” I stopped. All of these things began spinning around in my head. What was my goal? Why was I here? I wanted resources. Resources in the form of tools, tech, and teachers: tools that I could take back right away, tech that I could use to enhance student learning, and teachers that I could make connections with that would forever become part of my PLN.

I attended sessions each day, but now new questions appeared on the board: “What does being an innovative educator mean to you?” and “Who is your #EDUHERO & Why?” As I watched the responses change each day, I couldn’t help but realize the power of our voices. Each day we have the power to impact lives with what we say. I know I was excited each day to see the question and the answers people had posted. The positive energy that came from this board was contagious and often thought provoking. Isn’t this how our classrooms should be? Do we give students a reason to want to come to class? Do they get input in their learning? Are we listening to their voice?

As I left the convention center for the final time, it was eerily calm again. The storm of educators was leaving, back across the globe to classrooms empty for the summer, yet, my brain was spinning faster than I ever thought possible. I had gotten my tools, tech, and teachers, but I realized something even more valuable. I had my voice! I was blessed to be able to attend #ISTE17. I am now charged with the responsibility to use my voice to create those positive and thought-provoking conversations for my students, my district, my PLN, and my NETA.

(More about ISTE on the next page)

More About the ISTE 2017 Experience

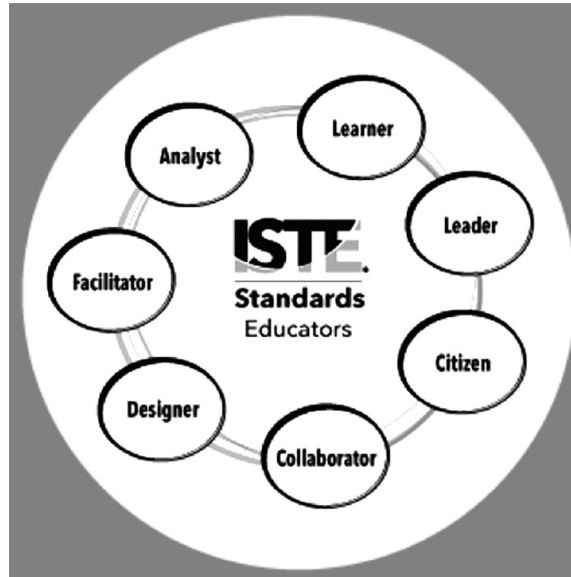
The New ISTE Standards for Educators

Patty Wolfe, Cozad Community Schools

ISTE 2017 in San Antonio was an amazing conference where I had the opportunity to attend so many great sessions, playgrounds, poster sessions, keynotes, and connect with outstanding educators. I attended so many awesome workshops on professional development, Google, virtual reality, robotics, pedagogy, blended learning, and so much more. I have spent time this summer reflecting and deciding how to share this information and resources with my staff.

After much reflection, I have decided that my first “piece” to share with my staff are the NEW updated ISTE Standards for Educators. ISTE CEO, Richard Culatta, provided a preview of the new standards at the ISTE 2017 conference. He stated that these standards “reflect the transition from using technology to deliver content to using technology to empower learners”. These standards are designed to support educators with a framework for learning, teaching and leading that is amplified by technology moving our students from consumers to creators.

“Technology is not just a tool, it can give learners a voice that they may not of had before.” (George Couros) As educators we use digital tools to ignite passion, giving our students the opportunity to learn and grow. The ISTE Standards for Educators are designed to inspire a vision for pedagogy-driven digital learning and teaching.



- **Facilitator**—Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
- **Analyst**—Educators understand and use data to drive their instruction and support students in achieving their learning goals.

(The link to the new ISTE 2017 standards and

The standards include:

- **Learner**—Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- **Leader**—Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- **Citizen**—Educators inspire students to positively contribute to and responsibly participate in the digital world.
- **Collaborator**—Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- **Designer**—Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

indicators can be found at: <http://www.iste.org/standards/standards-for-educators>)

As you work through the ISTE Educator Standards, consider these five reasons why we must transform how we teach and learn:

1. We have knowledge at our fingertips: Learning to learn is more important than learning the facts.
2. Technology can be used for higher order thinking to create meaning, communicate ideas, and design solutions.
3. Authentic, real-world projects where students have voice and choice engages students.
4. We must prepare students for a workforce that rewards adaptability amid rapid ongoing change.
5. As professionals, we can learn anything, at anytime, with anyone. It is our time to rethink and redesign learning, teaching and leading. ❖

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ISTE Teacher Trek 2017 Reports

These articles have been submitted by the 2017 winners of the ISTE Teacher Trek Contest. Teachers received \$1800 towards their expenses to attend the national conference in San Antonio, TX. See page 24 for details on this year's contest.



Lisa Bohaty

Campbell Elementary, LPS

ISTE WAS AMAZING and such a memorable experience! Between learning from my PLN, making new friends, learning about products in the expo and learning about the newest trends in ed tech, ISTE was so busy, so fun, yet so overwhelming. I am so grateful and thankful to NETA for the opportunity to learn along with 15,000 educators worldwide.

When reflecting on ISTE, I realize the most memorable moments were during the keynote speaker, Jennie Magiera. As I was listening to her, I found myself laughing, crying and absorbing every single word. As she began, she talked about your single story. It was like de'ja vu. A week prior, I had attended cultural proficiency and we watched Chimamanda Ngozi Adichie's TED talk titled *The Danger of a Single Story*. Jennie mentioned this video as she reflected on her own mother who changed her single story. Our students have a single story. As teachers we need to help them sculpt their single story and not just be okay with who they are.

We can help students create their single story and help children be their "whole self." As educators we need to help our students unfold their untold single story. We need to break through the media bias and what people think and help students build their single story. Jennie said we need to make sure

that we are listening to what they are saying. She said we need to "listen to understand instead of just listen to respond." Too often we get consumed with the busyness of schedules and time commitments and deadlines and we don't really take time to build relationships. Teachers need to make sure that we are really building these important relationships.

Jennie talked about her husband who loves to grill and golf who is also an attorney. When he meets new people he often doesn't tell people what his job is because that is just his job. Yet, as teachers we often lead with the fact that we are teachers. Because as Jennie shared, "Being an educator is not just what I do, it's who I am." So as this year begins, cultivate those relationships and be the best teacher YOU can be.

Jennie Magiera's ISTE keynote speech June 27, 2017—
<http://bit.ly/jmagiera>

Chimamanda Ngozi Adichie TED talk titled the *Danger of a Single Story*—<http://bit.ly/cngozi>

Lori Coffin
Norfolk Public Schools

What an incredible adventure ISTE proved to be! I am SO grateful for the ISTE Trek opportunity! It was everything I hoped it would be and more! I was one of over 20,000 educators in the same place at the same time, adding "power tools" to our technology toolboxes!

Jennie Magiera, one of ISTE's keynote speakers described it perfectly when she compared us to her favorite books, *The Hobbit* and *Harry Potter*. She said, "Teachers are like wizards and ISTE feels like a wizard convention."

It was absolutely awesome to absorb the fact that we were ALL in San Antonio, walking the halls and filling the rooms of this massive convention center—all of us in different places on the road to innovation. I loved hearing snippets of "wizardly" conversations that were full of passion, brainstorming, problem solving, and the perfect "formulas" to engage, motivate and excel the 21st century learners! I loved being in sessions and hearing gasps or shout outs when someone heard about the "perfect" new tech tool! I loved seeing two strangers high five or even hug after they discussed a poster session or solved something together in one of the many "playground" centers. I especially loved coming home and unpacking my brain and organizing all of the exciting instructional technology "treasures" that I want to use with my students and teach my colleagues to use.

ISTE was an "EDventure" that I will never forget. It takes my breath away when I think: ISTE's 20,000 educators X the number of students and colleagues impacted during the 2017–2018 school year and beyond...equals...ENDLESS POSSIBILITIES...for our students,

(Continued on the next page)

(ISTE Teacher Treks, continued)
our schools, our communities, and our country!

It is an honor to think that I got the chance to mingle and collaborate with such extraordinary learning and teaching revolutionists. Thank you, NETA!

Kyleigh Lewis **Dorchester High School**

Like any new opportunity, you could mark ISTE 2017 in San Antonio as a roller coaster of emotions. As a first-time attendee, you receive lots of “advice” in advance of the conference, but no matter how much you “prepare” ISTE is an opportunity like no other. You are surrounded by thousands of educators, exhibitors, students, and technology gurus. Everywhere you look there is promotion of the newest, latest trends from Google, Apple, and Microsoft. You are the middle of an ongoing twitter chat or have used at least one hashtag in every photo or comment you have made on social media. Yet, you still feel comfortable talking with the educators around you, because you know that you all share one outcome. The outcome to absorb as much knowledge as possible to share and enhance the learning opportunities with your district and students.

One of the biggest take aways from the conference was the opportunity to explore the playground areas. Teachers, students, and exhibitors shared their findings, lesson plans, and experiences on numerous subjects. I enjoyed listening to students’ presentations about projects they have implemented in their classroom, and why they liked them. To be able to test out numerous learning devices and programs allowed me to visualize their use in my classroom and those class-

rooms around me. Coming from a small school, it often seems unrealistic to have such a large supply of resources, but ISTE provided the experience to compare and contrast products, and guide me toward choosing the correct devices for my instructional needs.

The two sessions that I enjoyed the most were offered by Apple, and focused on using their Swift program and curriculum to create apps, and teach coding in the classroom. I found it very valuable information to implement amongst my junior high and Information Technology I students. In addition, Wonder Workshop had a basketball challenge using “Dash” robots. Students (or us, teachers) coded the Dash robot to move, then shoot a basket. Each student was given three tries to make the basketball in the hoop. I found this a fun, educational resource to implement into a developing classroom.

Not only did I network with other ISTE Trek winners, the NETA Board, and Nebraska conference attendees, but I met many educators from around the world and created valuable contacts with various businesses to ensure a complete line of communication in the future. Thank you to the NETA Board for providing such a great opportunity to educators in our state, and I encourage everyone to join me at ISTE 2018 in Chicago!

Jenna Reeh **Elkhorn Valley Middle School**

While at the ISTE Conference in San Antonio, I was able to learn from some of the most powerful voices in education, network with amazing educators from across the globe, and be introduced to several tools that I will take back and share with my staff and students. The keynotes for ISTE included Jad

Abumrad, producer of the podcast *Radiolab*, Jennie Magiera, the author of *Courageous Edventures*, and Reshma Saujani, the founder of *Girls Who Code*. While each keynote presenter had their own inspiring message, they all had a central theme. Teachers, share your own story, your passions, and your frustrations. More importantly, transform your classroom into a launch pad for your students to promote and share their own stories.

Prior to the ISTE conference there was an “unconference” held at the convention center. By attending this informal workshop I was able to network with teachers from around the world and share my own “story” by sharing topics that I am passionate about including tools such as BreakoutEDU, the role of the librarian in the maker movement, and questions such as “How do we inspire wonder in our students post Google?” The relationships that I built during the unconference carried over into the ISTE conference enhancing my overall experience. By sharing my passions and story, I was able to amplify and develop my professional learning network.

Through my newly acquired PLN friendships I was able to amass a list of new web tools, extensions, and apps that will help my students share their own voice. I was inspired to create a Youtube channel to promote new library books, use the app Opinion to help students create their own podcasts, and to use Flipgrid as a tool for student reflections. In this way I hope to transform my school into a place where our students’ voices are heard and celebrated. Thank you NETA for providing this amazing experience!

(Continued on the next page)

(ISTE Teacher Trek, continued)

Joy Utecht Doniphan-Trumbull Public Schools

On July 4, six days after returning home from ISTE, I ran a 10K. It was hot, humid, and I was regretting my “eat every tortilla chip and bowl of salsa” mentality from San Antonio. It was a small race, and there were very few runners in the “needs reading glasses and has varicose veins” age group. The course was an out and back, so as I slogged my way through mile four, I met the faster runners who were cruising to mile six. As their chiseled physiques glistened, they grinned and stretched out their hands, palms out, to high five us slower runners with a sincere “You’ve got this!” or “Good job!” Here I was, out of breath, out of shape, and out of my league, but supported and encouraged.

I think the ISTE community is like the community of runners. I attended session after session where I was blown away with what other educators are doing in their districts or in their classrooms. I was overwhelmed with the options available to students today—coding, Little-

Bits, robotics, online field trips, drones, and ebooks. Each speaker and poster board presenter brought practical, adaptable ideas that even a marginally tech savvy, old-school English teacher could use. At the end of every session or discussion at the poster boards, I thought, “I could use this with ___ unit.” The atmosphere at the conference felt cooperative, supportive, and encouraging.

At any professional development opportunity, I love having one idea I can use the next day in the classroom. After attending ISTE, I’ve got a new idea for each day for the first two weeks!

Some goals for the first six weeks:

- Have students create QR codes for the videos/projects they produce for projects and post them in the hall for others to view
- Link a Kahoot challenge as practice to Google Classroom
- Use Menti or Recap for short answer/discussion starters
- Become a Flippity master.

Seriously, how did I not know about Flippity? This looks even better than

my old friend, Quia, which I use for review information and grammar practice. I can’t wait to get started with this one!

I have a notebook full of scribbled ideas and a folder full of web links to try as July turns into August. However, I think my biggest take-away comes from Jenny Magiera’s keynote session. She talked about the dangers of a single story, which is the subject of a TED talk by novelist Chimamanda Ngozi Adichie. (<http://bit.ly/cngozi>)

As educators and innovators, we can’t allow students to define themselves by a single story (an athlete, a nerd, a D student), nor can we allow them to define others by a single story. I was moved by the Chicago fifth graders’ video of life on the south side of Chicago in a House on Mango Street-inspired poem (<http://bit.ly/5thgraders>). It was a powerful message, and I hope to be able to translate it effectively to my freshmen and juniors this year, not just for considering themselves, but for studying the culture and ideas in literature and writing. ❖

NETA Free Membership

Please encourage your educator colleagues to become members of NETA.

Some information to share with them: NETA membership is open to anyone who has an interest in administrative, educational, and instructional use of technology and who subscribe to the basic tenets of NETA as proclaimed in the NETA bylaws. They may join or review the NETA bylaws by visiting www.netasite.org.

Individuals who attend NETA’s annual spring conference will receive all membership benefits, including a printed newsletter. Members not attending NETA’s annual spring conference have the opportunity to subscribe to the print newsletter for \$35 per year. ❖

In partnership with NCSA, NETA invites you to:

The Nebraska Fall Ed Tech Conference

THE NEBRASKA Council of School Administrators (NCSA) and the Nebraska Educational Technology Association (NETA) are excited to partner to provide a comprehensive and informative conference on technologies available and utilized in Nebraska schools. Today's students are actively engaged in using technology. They are early adopters of new technology and appear to be light-years ahead of the rest of the adult world. We challenge school leaders to understand and to successfully integrate technology to develop 21st century schools.

NETA's membership asked for an additional conference farther west in the state. We listened, and hope you will join us at the Nebraska Fall Ed Tech Conference, November 2–3, 2017 at the Younes Conference Center in Kearney.

Conference Schedule at a Glance:

Thursday, November 2nd

Pre-Conference Workshops:
1:30–4:30 p.m.
(registration required)

Friday, November 3rd

8:00–9:00 a.m.	
Welcome and Keynote	
9:00–9:30 a.m.	Break
(Visit Exhibitors)	
9:30–10:15 a.m.	Session 1
10:30–11:15 a.m.	Session 2
11:30 a.m.–12:15 p.m.	Session 3
12:15–1:00 p.m.	Lunch
1:00–1:45 p.m.	Session 4
2:00–2:45 p.m.	Session 5
3:00–3:45 p.m.	Session 6



Friday's Keynote

Jimmy Casas

Jimmy Casas served twenty-two years as an educational leader, including fourteen years as Principal at Bettendorf High School in Bettendorf, Iowa. Under his leadership, Bettendorf was named one of the Best High Schools in the country three times by Newsweek and US News & World Report.

Jimmy was named the 2012 Iowa Secondary Principal of the Year and was selected as one of three finalists for NASSP 2013 National Secondary Principal of the Year. In 2014, Jimmy was invited to the White House to speak on the Future Ready Schools pledge. In 2015, he received the Bammy Award as the National Secondary Principal of the year. Jimmy is the Co-Founder of EdCamp Iowa and #IAedchat. Finally, Jimmy is the co-author of the book, *What Connected Educators Do Differently*, and *START.RIGHT.NOW.*, written with Todd Whitaker and Jeff Zoul.

Jimmy currently serves as a Senior Fellow for the International Center for Leadership in Education and also serves on the Professional Development Faculty for NASSP; the National Association of Secondary School Principals. Finally, he is the co-founder and CEO of ConnectEDD, an educational leadership company aimed at organizing world class professional learning conferences

and professional development services for educators across the country. His web site is : <http://www.jimmycasas.com/>

Registration Costs:

- Pre-Conference Workshops: \$50 per workshop
- Conference Registration: \$125 (includes Friday lunch)
- Group Registration: \$10 off each registration for groups registering six or more paid on the same check, credit card or PO.

Registration is limited to the first 800 people. Please plan to register a team of individuals for group planning or yourself to continue learning how to successfully integrate technology into your school and classrooms.

A link to the full conference schedule, including session and workshop descriptions, is now available! For more information and to register, visit <http://www.fall.netasite.org> ❖





NETA'S TECHNOLOGY GRANT PROGRAM

FINAL REPORTS FROM 2016 WINNERS

Derek Babb
Omaha North High School

High School/Elementary School Robotics Collaboration

Students in my high school Computer Science Principles class learned how to use the Dash robots. We spent a few days learning the capabilities of the robots and discovering how we could control them through the Blockly programming language. After our initial discovery phase, we began working on challenges for elementary students with the Dash robots.

Students created maze challenges, parking challenges, and other story-telling scenarios for the elementary students. We tested our plans with other students in the class. Some were too complicated while others seemed about right. We added images and helper code to our handouts.

We then teamed with a nearby elementary school and worked with their second grade classes. Our students taught the elementary students how to use the Dash robots and how to code in the Blockly programming language. After some examples, we let the elementary students try to work through our challenges.

In the end, the elementary students had fun and we learned a lot about coding and how to best teach young students ideas and problem solving in Computer Science. I am excited to continue this project in the future and expand to more schools and more grade levels.

Eric Langhorst
Discovery Middle School

Phantom 4 Drone

Discovery Middle School in Liberty, Missouri used the Jay Cam drone, which was purchased using a NETA grant throughout the 2016–2017 school year. The eighth grade technology class used the Phantom 4 during the unit, which explored how drones are impacting society. Students also learned how drones are used by the Kansas City Police Department and the KC Drone Company in guest speaker presentations. Students also did test flights with a Parrot Mambo drone in class.

The student broadcasting class used the drone to capture video footage from football games, parent sponsored tailgates, track meets and outdoor student celebrations. These video clips were used in the student produced news broadcasts at DMS. Students have noticed an increase in the amount of video captured by drones in television shows and news coverage so it was nice to provide students an opportunity to include this type of video in their news features. The drone footage definitely helped improve the professional quality of the student broadcasts and include unique shot perspectives.

Thanks so much to NETA for providing the students and staff at DMS an opportunity to use cutting edge technology in their projects and explore a technology, which is impacting our society.

Becky Miller
Norfolk Public Schools

Kid Power 4 Kids

We started this project with three main goals:

- Get our students moving
- Introduce them to new cultures
- Foster a sense of global community within our students.

It has been amazing to watch these students get active and make a difference globally. I could sum up what I think the students learned, but I think it's more important that you hear it from them:

“What I liked about having the trackers was helping starving people by doing fun things. Like playing soccer or running around.”

However, I will leave you with the most powerful comment that truly made me realize that we had reached our three goals.

“What I really liked about the trackers was it felt like I had some responsibility in school. It just light up my day when I put it on. It made me feel like school was not so boring anymore. It just had a really big impression on how I thought, ‘no, take the stairs not the elevator. It will help me get more points.’ I would think to myself that it let me know in a special way that I was

(Continued on the next page)

(Grant reports, continued)

helping someone and that you can help the world with just 1 small thing. Like I always thought before we had the kid power trackers, no way I could help the world without being mayor or something special like that, but the trackers really changed my point of view on life and school.”

Thank you NETA for helping us make it happen!

Paul Timm
Lyons Decatur

Avian Education, Conservation, and Ecology Project

The Avian Education, Conservation, and Ecology Project participated in four quarterly field studies: 1) four-day experience in June in Niobrara River Valley on the Nature Conservancy’s Niobrara Valley Preserve, 2) single-day field study at Ponca State Park in September teaching elementary students about

song birds, 3) single-day Audubon Christmas Bird Count in Norfolk, and 4) two-day Sandhill crane watching in March on the Platte River. Students from Allen, Norfolk, and Lyons-Decatur Public Schools collaboratively identified Nebraska bird species and mentored elementary students on what they were learning. Additionally, a Twitter page, @NEbirdproject, was regularly updated to inform the public about the project’s activities and important bird related topics/resources.

The speakers and iPad Mini 2’s were invaluable for recording and communicating bird sightings, using as a resource for identifying hard to identify species, training students to identify species by bird song, and for calling in certain species using the speakers and specific bird songs. The Bird Project is currently in its second year and will continue through the summer of 2018, utilizing the technology purchased through the grant. ❖

Midwest States Reception at ISTE

NETA SPONSORED a reception along with ICE-IL (Illinois), ITEC (Iowa), MAC-UL (Michigan), METC (Missouri), REMC (Michigan), and WEMTA (Wisconsin) at the 2017 ISTE Conference in San Antonio, TX. Appreciation goes to Curriculum Associates, ByteSpeed, LocknCharge, and Technology Resource Advisors for helping to sponsor the event. Over 550 conference participants attended the event at Pat O’Briens’ and enjoyed networking and catching up with friends throughout Nebraska and beyond.

Please plan to join us June 24–27, 2018, at the ISTE Conference, to be held in Chicago, IL! ❖



The NETA Board of Directors met in July in Grand Island for their annual planning retreat.

Share Your Story

Request for Sessions for the NETA 2018 Spring Conference

NETA IS LOOKING FOR MEMBERS AND FRIENDS who are willing to share their classroom, school or district technology experiences with others from across the region by making a presentation at the NETA spring conference, April 18-20, 2018. Presenters who can address uses of technology in any discipline and at any educational level are encouraged to submit a presentation. Sessions are lecture/demonstration, BYOD (Bring Your Own Device), or poster/playground sessions and last for 45 minutes.

Poster/playground sessions

A poster/playground session allows many presenters to set up in one large session area with poster boards, new technology for participants to try, or other resources. It is possible to bring a computer for the session if it is stated ahead of time on the proposal. Participants stroll through the gallery in an informal manner while presenters show projects and answer questions.

Presenter guidelines

Lead presenters pay a significantly reduced rate and are expected to provide ample handouts or Web/email access to their information after the conference. A co-presenter may assist in the session. A co-presenter must, however, register for the conference as a regular attendee. A limit of three presenters per session may be submitted. Students are allowed to assist in a presentation as guests of the conference (limit of four, and must be supervised at all times).

Questions?

Questions should be directed to Heather Callihan, President Elect/Conference Chair, by email at heather.callihan@netasite.org

Mark Your Calendar—Submission Deadline!

Sessions may only be submitted at the online submission form, and must be entered by the November 10, 2017 deadline. No emailed sessions will be accepted. Click the link at the NETA home page at <http://netasite.org> to submit. The online session submission site is open now! ♦



Learning About Learning

Why research into the brain matters for educators

By Jennifer Fink

HOW DO PEOPLE LEARN?

That question has boggled scientists, philosophers and educators for millennia. How, in fact, do humans process, remember, retrieve and use information? How do they build upon existing knowledge to create new ideas and inventions?

The answers to those questions, after all, seem infinitely useful, particularly to educators charged with helping students learn. Yet for a long time, those questions went unanswered.

“Before about 1880, it seemed silly to try to understand how the mind worked, partly because the mind moves so rapidly and doesn’t really seem to be open to systematic investigation, and partly, I think, due to belief in free will. People thought the mind was what the soul directed you to do,” says Daniel T. Willingham, Ph.D., professor of cognitive psychology and author of *Why Don’t Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*.

The philosophers who had attempted to understand the complex mind’s functioning prior to then relied on their own “thinking about their thought processes” and introspection, Willingham says. And often, they used the most complicated machine of the era as an analogy for the mind.

Descartes, for instance, compared the mind to hydraulics, picturing thoughts and information as water

moving through pipes. Later, Willingham says, “people likened the mind to a telephone switchboard, with all these wires interconnecting.”

The inclination to compare the mind to complex machinery persists to this day: How often have you heard the brain referenced in computer-like terms, with RAM representing short-term memory storage and hard drives compared to long-term memory?

The problem with all of these representations is that none of them are based on actual, scientific investigation of the mind. So for centuries, teaching and learning techniques have been based on conjecture, speculation and anecdotal insight into how the mind works.

All of that is changing. Thanks to advances in technology and rigorous scientific experimentation and observation, scientists now know more than ever before about how the mind functions. And increasingly, they’re disseminating that information to educators and others, in the hopes of optimizing learning and teaching.

The learning sciences, defined

Learning sciences are an interdisciplinary science, informed by neuroscience, cognitive psychology, developmental psychology, sociology and computer science. In essence, they are the scientific study of how people learn—with a heavy focus on figuring out how to use those insights to facilitate learning in the real world.



Both the term learning sciences and learning science as a scientific discipline are relatively new; that may be why some educators are unaware of the learning sciences. But because this field of study speaks to the heart of education—how to best help humans learn—it’s important for educators to develop at least a basic understanding of the learning sciences, says Mindy Johnson, an instructional designer and communications strategist at the Center for Applied Special Technology (CAST) and ISTE member, while recognizing that the field is bound to change.

“Teachers need to understand that learning isn’t a static thing, and the learning sciences aren’t a static thing either,” Johnson says. “The purpose of learning sciences is to find new methods, new resources and new strategies for educators, but it’s also to develop new research. It’s important to make sure that we’re adapting what we know about learning.”

Learning myths, debunked

Unfortunately, many commonly held beliefs about learning are wrong or misleading.

“The information coming out of learning sciences debunked some of the old models that everybody believed for a long time,” says Carolyn Sykora, senior director of the ISTE Standards program.
(Continued on the next page)

(Learning, continued)

Take the old idea that some people are predominantly left-brained (analytical and verbal) or right-brained (intuitive and creative). “One of the key findings of learning sciences is that processing is much more distributed,” says Jim Flanagan, ISTE chief learning services officer. The left and right brain are interconnected, and humans, it turns out, do not process information predominantly on one side or the other of the brain.

In his book, *Why Don't Students Like School?* Willingham writes, “Learning style theories don't help much when applied to students, but ...are useful when applied to content. Take the visual-auditory-kinesthetic distinction. You might want students to experience material in one or another modality depending on what you want them to get out of the lesson; a diagram of Fort Knox should be seen, the national anthem of Turkmenistan should be heard and the cheche turban...should be worn.”

Learning science in the classroom

So, what is true about learning, and how can educators best apply those insights in the classroom?

That's not a simple question to answer, in large part because the field is so new and ever-evolving. Yet some learning science-based insights are already making their way into classrooms around the world, such as the idea that brain development continues well into early adulthood, that the brain is actually quite malleable, with connections created and pruned throughout alifespan. That learning science-infused insight underlies the growth mindset.

Learning science is also revealing important information regarding working memory, long-term

memory and automaticity. Consider the example of learning to drive, Flanagan says. “When we're initially driving, it takes a lot of working memory, but over time it becomes familiar and transfers into long-term memory to the point that you're not even thinking about it. But there's a process you have to go through for that to happen.”

That process is relevant to mathematics and to the debate over whether or not learners need to memorize math facts in the age of smartphones. It's also a good example of how keeping up with learning sciences can influence teaching for the better. Educators, he says, should be asking “What does learning science say about how we develop automaticity? What are the steps?”

ISTE considers the learning sciences so important, they've incorporated them into the 2016 ISTE Standards for Students. The Empowered Learner standard states that “students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.”

In today's day and age of instant access to information, “learning how to learn is really the key skill,”

students need to develop, Sykora says. That's why the standards include the learning sciences, and why the standard says, “informed by the learning sciences.”

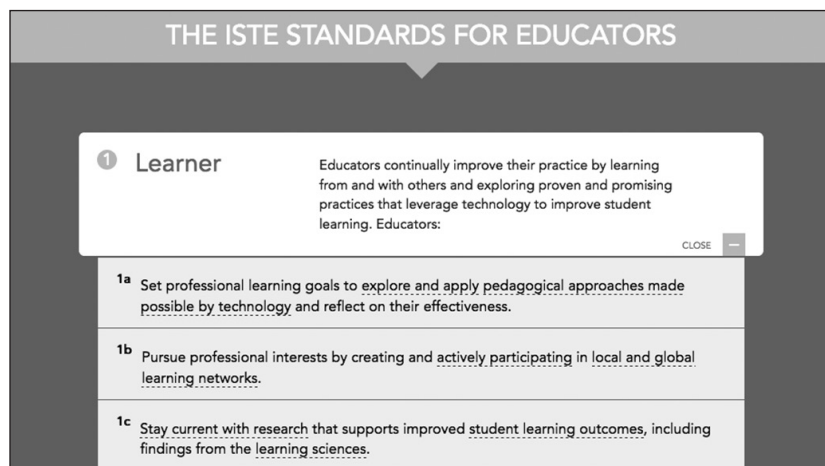
“We recognize that it's a rapidly moving target and that all of us will have to keep up with how to learn,” Sykora says.

The learning sciences is also embedded in the 2017 ISTE Standards for Teachers, released in June.

Still not sure how or if learning sciences can improve education? Consider this explanation of learning sciences from Willingham: “There are certain principles of learning that are so deeply embedded in who we are as humans that you see them across all sorts of different classroom contexts, you see them across all ages, across different types of kids and across different subject matters.”

One such learning science-based principle is that the brain is not designed for thinking; it's designed to save you from having to think.

That statement “seems like it's going to have depressing implications,” Willingham says, but what learning science has actually revealed is that
(Continued on the next page)



From: <http://www.iste.org/standards/standards/for-educators>

Students also benefit from understanding how learning happens because it can inform how they learn best...

(Learning, continued)

the brain builds all kinds of automatic responses as a time saver. Learning science is showing that curiosity is key to encouraging engaged thought, and has further revealed that humans “are intrigued by problems that we think are solvable,” Willingham says.

So an educator who wants to engage her students would do well to present them with solvable problems. This poses a bit of a challenge, because the learning sciences have also revealed that “the difficulty of the problem is enormously important,” Willingham says. Humans are not intrigued by, nor do they spend much time on, problems that are too easy or too difficult—and as you know, what’s too easy for one student may well be too difficult to another.

Further underscoring this difficulty is the fact that the learning sciences have found that background knowledge is also enormously important. A student with a passion for flight and aerodynamics—one who has spent hundreds of hours watching documentaries, reading books and experimenting with paper airplanes—is going to quickly grasp the concepts of “thrust” and “lift” when introduced in science class, while students who lack that background will likely take longer.

That’s where universal design for learning (UDL) and personalized learning come in. “UDL is really about removing barriers and providing multiple ways for students to be

engaged, to find ways to access information and to represent it,” Johnson says. “It takes what we know from the learning sciences and translates it into actionable things educators can do for their learners.”

What students need to know

Students also benefit from understanding how learning happens because it can inform how they learn best, notes Randy Hansen, a professor at University of Maryland University College and a member of the ISTE Board of Directors. After all, in a world where students can get almost any information in any form or mode, understanding which is best for your learning style can make all the difference.

“Students need to know themselves and how they learn so they can progress through content more easily,” Hansen explains. “Teachers do that through reflective techniques and by asking students what works for them, but that’s teacher-led. Once we move into highly personalized classrooms, it’s going to be student driven.”

Teaching students about metacognition—the awareness and understanding of one’s own thought processes—is a good starting point, even with the youngest learners. “If a student tries in a situation and fails, as long as they reflect on it, it’s worth it,” Hansen says. It not only helps them figure out their learning styles, it starts the process of creating reflective qualities—a boon to all learners.

Can tech help educators apply the learning sciences?

ISTE’s Flanagan believes the learning sciences will help educators apply technology in education in ways that benefit students. The last few decades have shown educators (and others) that simply introducing computers and other tech tools into the classroom is not enough to advance student learning.

“We’ve been applying a lot of technology to teaching and learning for 30 years now. And we don’t have enough to show for it; for the dollars put in, we’re not seeing the return on investment,” Flanagan says. “We are trying to enhance learning, so we need to look at what the learning sciences are telling us. Only then can we reflect on what the right integration of technology is.”

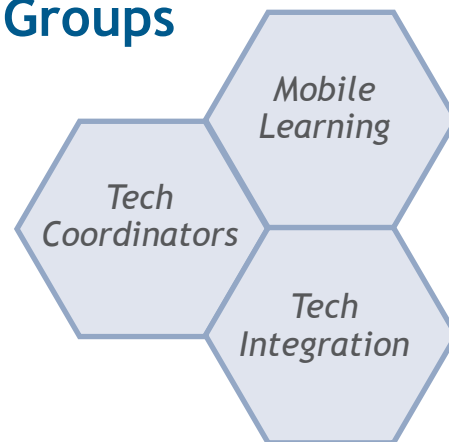
So far, for instance, the learning sciences have revealed the importance of relevance: humans are more motivated to learn things that are applicable to their lives. Humans also learn best in social settings, which may be one reason why very, very few people (less than seven percent) who register for massive online open courses (MOOCs) actually complete them.

Technologically, these courses represent tremendous opportunity because they make learning accessible to more people. But just because they use tech, doesn’t mean the approach to learning is going to be effective. Educators who focus on technology and ignore pedagogy risk a failed learning opportunity.

Flanagan and many others are hopeful that advances in learning science will begin to point the way toward more useful and beneficial uses of tech.

(Continued on page 22)

Tech Coordinators, Mobile Learning Community and Technology Integration Specialist Groups



The Tech Coordinators, Nebraska Technology Integration Specialists, and Mobile Learning Community groups are three separate groups supported by NETA as part of efforts to encourage statewide technology initiatives.

Tech Coordinators

The Tech Coordinators Meeting will be Monday, October 16, 2017, at ESU 10 in Kearney.

Do you provide technical support for your district? The agendas for meetings focus on technology coordinator duties that are largely platform independent.

This group also has a listserv. You can join the listserv by going to the site listed below and entering your name and address.

Questions?

For questions, contact Lucas Bingham at lucas.bingham@netasite.org or follow the site <http://netasite.org/techcoord>.

Additional meeting times:

Wednesday, February 7th, 2018
9:30am–4pm
Grand Island Public Schools
123 S Webb Road
Grand Island, NE 68802
West Conference Room

During NETA 2018
April 19, 2018
CenturyLink Center Omaha
Exact time/location TBD

Registration is free and lunch is provided by NETA. This group is not open to vendors. Please look for registration information to

be sent out via e-mail on the tech coordinators listserv or posted on the NETA site. Registration is typically open 30 days prior to the event.

An attempt to create remote sessions/connections will be continued at each event for those who are unable to attend in person.

Mobile Learning Community

(Formerly 1:1 Learning Community) Schools and districts with 1:1 implementations deal with a unique set of challenges and issues. To support these 1:1 organizations, NETA is organizing the second 1:1 Summit in Kearney, Nebraska at ESU #10 on January 22, 2018. The day will be filled with breakout sessions for teachers, administrators, and tech coordinators to help address specific issues that may arise with 1:1 programs. Our afternoon will consist of a large-group discussion in an open meeting format to allow teams to get together to process the information and ask questions of the larger group.

There is no cost to attend the summit, and NETA will provide lunch for everyone who attends at ESU#10. More information will be posted to <http://netamobile.weebly.com>. Please contact Jason Schmidt at jason.schmidt@netasite.org if you have any questions about this exciting networking and learning opportunity!

Nebraska Technology Integration Specialist

Nebraska Technology Integration Specialist is a new NETA sponsored group as of November 2016. This group meets three times a year. The first meeting of 2017–18 will be during the Nebraska Fall Ed Tech Conference in Kearney on November 3rd, 2017. The second meeting will be at ESU 7 in Columbus, NE on February 15th. Our last meeting of the year will be held during the Spring NETA conference in Omaha on either April 19th or April 20th, depending on the schedule.

This group consists of educators across the state that are assigned to assist students, teachers, and staff with successful uses of technology to enhance learning. The meetings focus on the appropriate and effective ways to incorporate technology into the everyday curriculum and how NTIS can best support teachers and students.

The group also stays in touch and can collaborate through our listserv listed below. Just go to the link and enter your name and address. <http://netasite.org/tisgroup> ❖



*Ann Feldmann,
Bellevue Public
Schools*

Getting Started with Blended Learning

PEOPLE OFTEN ASK, I have devices, how do I get started? Learning that combines face to face and online learning is a theory called *blended learning*. Blended learning is defined by the Clayton Christensen Institute as, “a formal education program in which a student learns:

1. at least in part through online learning, with some element of student control over time, place, path, and/or pace;
2. at least in part in a supervised brick-and-mortar location away from home;
3. and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”

The first step in creating the blended learning environment is to have a digital workflow. This can be accomplished in several ways.

1. Learning Management System(LMS): such as Schoology, Canvas, or Moodle.
2. A Collaborative Classroom Solution: such as Google Classroom or iTunes U.
3. Apps: such as Seesaw and Classkick

We use a learning management system in Bellevue Public Schools which provides a consistent digital workflow for educators, students, and parents. In providing a digital workflow, teachers have the tools to design instruction that is efficient, differentiated, and private.

Efficient

After being in many classrooms over the years, I know the currency of the classroom is time. Teachers are masters of time management. However, even the time efficient classrooms lose time on managing the paperwork. Handing out papers 21st century style can be done with a click of a button. To turn in assignments, students simply click submit and the work is curated and waiting for teachers to grade. Leveraging a learning management system for online grading reduces the assessment feedback cycle. Students love the speedy feedback and teachers enjoy an efficient workflow with more time to invest in planning and delivering instruction.

Differentiated

In any given classroom, there are no two people who learn the same way at the same pace. When courses are designed to give students control of the path and pace of their learning, differentiation occurs organically. When students have the flexibility to interact with the material that best meets their individual learning needs, differentiation occurs and leads students to success.

One efficient blended learning strategy is called the in class flip where teachers create a short video lecture. When students access the teacher created videos, the traditional classroom workflow changes. These teacher created videos allow students the freedom to listen to a lecture at his/her own pace. This sounds like a simple concept, but this is a game changer for students. For the first time students now have the power to rewind, pause, and play their teacher delivering the content as many times as individually

needed. Even better, students can control the pacing of a lecture by either decreasing or increasing the rate of speech. Many students find controlling the pacing increases their comprehension of the material and allows them to work independently at their own pace.

Another way a digital workflow allows teachers to differentiate is the ability to create and distribute multiple assessments so students have the exam that meets their needs. Teachers can allow multiple attempts on formative assessments giving students private, immediate feedback on their responses. With assessment data in hand, students can go back to course materials and continue to study and learn exactly what they need.

Private

Do you remember the days in the classroom where you may have had a burning question, but were paralyzed to ask because you didn’t want to embarrass yourself? Or did you wish you could try a quiz again, but didn’t want anyone else to know? How about when papers were handed out and everyone could see your paper bleeding red as it was handed back to you?

When teachers leverage a digital workflow, students are provided feedback privately. Assignments can be distributed discreetly to students. For example, one group of students may need one assignment, while another group, a different assignment. These are all pushed to students in such a way that Group A doesn’t know they have different materials than Group B.

(Continued on the next page)



Lynne Herr,
ESU 6, NETA
Contest Chair

At the 2018 Spring NETA Conference planning meeting, the NETA board reaffirmed its support of student and teacher contests to encourage effective use of technology in the learning process and to recognize outstanding technology leadership and vision. We'd love to have YOU and YOUR STUDENTS enter our contests this year! From infographics to movies and podcasts, we have a contest for you!

But, did you also know that:

- Every teacher who wins a contest or sponsors a winning

NETA CONTESTS!

Did You Know?

student entry receives a free, non-transferable NETA spring conference registration and may request reimbursement for substitute teacher costs for both days of the conference.

- NETA offers contests for students from PreK-college who create outstanding technology projects.
- NETA offers contests for educators to be recognized for their leadership through the Teaching with Technology Award (for classroom educators) and the Leading with Technology Award (for school administrators).

- NETA awards travel stipends for educators to attend the ISTE conference, and provides grants for classroom technology.
- Contest entries are submitted online at netasite.org from November 1–February 1.
- Contest divisions are intended to allow teachers the greatest flexibility in entering authentic projects their students are creating as part of the learning process.

Contest categories (described on the following pages) include: digital images, interactive media, audio and video. ♦

(Blended Learning, continued)

Another scenario that frequently occurs is the need for a student to have a test read aloud. Having a digital workflow makes this simple for both the teacher and student. For example, a teacher can make a recording of a test or quiz and share it to students. The student accesses the audio file independently which provides them the assistance they need to be successful.

Crafting instruction that is efficient, differentiated, and private is one of the many reasons we love using Schoology as our learning management system to provide the first pillar of blended learning, a consistent digital workflow. ♦

References

Blended Learning Definitions. (n.d.). Retrieved July 30, 2017, from <https://www.christenseninstitute.org/blended-learning-definitions-and-models/>

(Learning About Learning, continued from page 19)

One possibility: short-cycle feedback. The learning sciences have shown that immediate, meaningful feedback fuels learning; showing someone a video of his golf club swing, for instance, allows him to make adjustments. In a classroom of 30+ students, it's difficult to give individual, immediate feedback, but perhaps, Flanagan says, "technology can play that role—and play a more advanced role along the way." Quite possibly, Flanagan says, in the future, "we'll have programs that not only give you feedback but that understand your thinking process and help you understand where it's right or wrong." ♦

Jennifer Fink is a writer, registered nurse, mother and educator. She is also the creator of BuildingBoys.net, a one-stop shop for educators, parents and others who care about building healthy boys.



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NETA Student Contests

Eligibility

Student contests are open to Midwestern PK–12 students and pre-service teachers. All PK-12 student entries must include principal's consent and contact information. A maximum of three entries per grade level per building are allowed.

Contest Divisions

Each contest category will be judged by divisions.

- Grades PK–4
- Grades 5–8
- Grades 9–12
- Independent K–12 Student Entry
- Pre-service Teacher

Contest Categories

Still Images:

This category allows students to showcase their work in the area of still images. Students will submit completed products such as, digital images, photographs, logos, graphic design, and infographics that were created as part of a classroom project.

Video:

This category allows students to showcase their work in the area of video. Students may submit completed non-interactive video projects. Examples of projects that could fall into this category include but are not limited to: newscasts, movies, video podcasts, and animations.

Audio:

This category allows students to showcase their work in the area of audio. Students will submit completed audio products such as podcasts, radio shows and original music/poetry.

Interactive Media:

This category allows students to showcase their work in the area of interactive media. As defined by wikipedia, interactive media normally refers to products and services on digital computer-based systems which respond to the user's actions by presenting content such as text, graphics, animation, video, audio, games, etc. Examples of interactive media that may be submitted to this category include interactive iBooks, websites created by the student, apps developed by the student, and more.

Judging and Awards

Contest entries will be judged on criteria that include connection to curriculum, originality, creativity, quality of product and innovative use of technology. Up to three awards per category per age division will be given.

The winning teachers will receive a non-transferable, complimentary conference registration and the

teacher's school district will be reimbursed the actual cost for the substitutes for both days.

Announcing winners

All entrants should refer to the NETA website (<http://netasite.org>) on or after March 1, 2018 for contest results. We request that teacher entrants do not register for the conference until winners are announced. Application materials will not be returned to entrants.

Awards will be mailed out to the teachers' school districts following the NETA Spring Conference. All entries must be submitted online.

Submission Deadline:

The 2017–18 Contest submission window will be **November 1, 2017–February 1, 2018**.

All entries must be submitted through the contest submission system accessed via the NETA website (<http://netasite.org>). ❖

Save the Date!

NETA Spring Conference
April 18-20, 2018

Share Your Story!

CenturyLink Center Omaha

<http://netasite.org>

NETA Educator Contests

Eligibility

NETA Educator contests are open to public and private educators in the Midwest, with preference given to Nebraska educators. In addition to any prizes specific to a particular contest, winning educators will receive a non-transferable, complimentary 2018 NETA Spring Conference registration and if a substitute is required, the winner's school district will be reimbursed the actual cost for the substitute for both days of conference attendance.

Description of Educator Contest Categories

NETA Technology Grants



Classroom grants to support innovative technology use in the classroom will be awarded

with a maximum of \$1500 each. Each recipient will receive their award check at the NETA Spring Conference. Materials purchased with NETA grant money will belong to the recipient's school district. A mid-term progress report is due by December 1, 2018, and a final report of less than 250 words that describes the activities, tools and student impact is due June 1, 2019.

Grants are to be awarded for original projects only and are not to sustain previous grant projects. The number of awards may vary depending upon the quantity and quality of entries. Teachers may submit different applications over time. 2017 grant winners are not eligible to apply for this contest.

ISTE Trek Conference Scholarship



Up to four trips to the 2018 ISTE Conference in Chicago, IL,

will be awarded with a maximum of \$2100 to pay for conference registration, coach class airfare, hotel, local transportation and meals. Entrants should use creative technology skills to submit a contest entry video explaining how you use technology to enhance student learning and how attending ISTE 2018 would strengthen what you already do or allow you to do something new. What are you hoping to learn or gain by attending sessions at ISTE 2018? Videos must be less than 90 seconds in length and will be entered via the online submission system. The winners will write a follow-up NETA newsletter article by July 15, 2018, explaining what projects or plans will be implemented in their classroom based upon what was learned through ISTE 2018 attendance. 2017 ISTE Trek winners are not eligible for this contest.

What's Your Story? Tell us for a chance to win a NETA conference scholarship!



Recognizing that many teachers pay for NETA conference attendance out of their own funds and often must use personal days to be able to leave their classrooms, the Board wants to offer assistance by allowing them to share their stories. Entrants will be asked to answer



the question: How will attending NETA change your classroom story? Winning teachers will receive free conference registration and have the actual costs of their substitute reimbursed. They may also be interviewed to share their story with the NETA community.

Excellence in Leading With Technology Award



The purpose of the Nebraska Excellence in Leading with Technology Award is to recognize and honor an individual who has demonstrat-

ed outstanding achievement in implementing technology to improve teaching, learning or administration. This contest is open to Nebraska PK-12 public and private school administrators and technology coordinators whose primary job role does not include teaching students. All entries must include the superintendent's consent for contest entry and superintendent's contact information. If a superintendent is submitting his/her own application, the President of the local Board of Education may be used.

(continued on the next page)

(Contests, continued)

The winner will be awarded \$600 for professional activities (which could include conference reimbursement, tuition, or subscriptions—to be spent by April 30, 2019). The winner will also be invited to be a special guest at a Wednesday evening dinner with the NETA Board of Directors where they will be asked to give short remarks about their work with instructional technology.

Winners will be determined by a panel of Directors from the NETA Board based on the following guidelines, determining the extent to which the nominee:

- positively impacts technology use in teaching, learning and administration ; locally, regionally, or statewide.
- involves the local community in their work or has facilitated partnerships with business and/or other organizations to advance the use of technology in teaching and learning.
- integrates deliberate planning in an effort to improve education through the use of technology.
- works tirelessly to improve the quality of education and/or work experience in their own school.
- contributes to the profession by presenting at professional conferences, seminars and/or workshops or publishing articles in print or through electronic media.
- reflects the mission and purpose of NETA.

Excellence in Teaching With Technology Award



The purpose of the Nebraska Excellence in Teaching with Technology Award is to recognize and honor an individual

teacher who has demonstrated outstanding achievement in implementing technology to improve PK-12 teaching and learning. This contest is open to Nebraska public and private school educators whose primary job role is classroom teaching directly with students. The winner will be awarded \$600 for professional activities (which could include conference reimbursement, tuition, or subscriptions—to be spent by April 30, 2019). The winner will also be invited to be a special guest at a Wednesday evening dinner with the NETA Board of Directors where they will be asked to give short remarks about their work with leading technology initiatives.

Winners will be determined by a panel of Directors from the NETA Board based on the following guidelines, determining the extent to which the nominee:

- positively impacts technology use in teaching and learning; locally, regionally, or statewide.
- involves the local community in their work or has facilitated partnerships with business and/or other organizations to advance the use of technology in teaching and learning.
- integrates deliberate planning in an effort to improve education through the use of technology.
- works tirelessly to improve the quality of education and/or work experience in their own school.

- contributes to the profession by presenting at professional conferences, seminars and/or workshops or publishing articles in print or through electronic media.
- reflects the mission and purpose of NETA.

Submission Deadline:

The 2017–18 Contest submission window will be **November 1, 2017–February 1, 2018**.

All entries must be submitted through the contest submission system accessed via the NETA website (<http://netasite.org>).

Judging and Awards

Contest entries will be judged on criteria that include connection to curriculum, originality, creativity, quality of product and innovative use of technology.

The winning teacher will receive a non-transferable, complimentary conference registration and the teacher's school district will be reimbursed the actual cost for the substitutes for both days.

Announcing winners

All entrants should refer to the NETA website (<http://netasite.org>) on or after March 1, 2018 for contest results. We request that teacher entrants do not register for the conference until winners are announced. Application materials will not be returned to entrants.

Awards will be mailed out to the teachers' school districts following the NETA Spring Conference. All entries must be submitted online through the contest submission system accessed via the NETA website (<http://netasite.org>). ♦

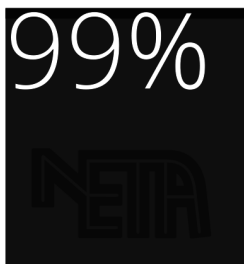
2018 SPRING CONFERENCE

April 18 - 20, 2018 | CenturyLink Center, Omaha, NE



Nebraska Educational Technology Association

CONFERENCE INFORMATION



ATTENDEE
SATISFACTION
RATE

98%

WOULD
RECOMMEND
THE CONFERENCE TO
SOMEONE ELSE



OVER 100

CORPORATE SPONSORS/EXHIBITORS
supporting NETA's Purpose and Vision



1 IN EVERY 15 NEBRASKA EDUCATORS
ATTENDS the CONFERENCE

Attendance was over 2,300 Educators at 2017 Spring Conference



BREAKOUT
SESSIONS OFFERED



**NATIONALLY
RECOGNIZED**

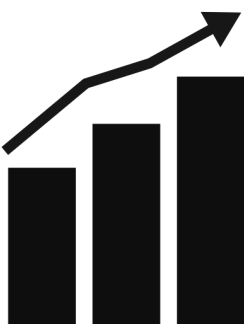
Keynote/Featured Speakers

OVER 375

SCHOOL DISTRICT and ESU TECHNOLOGY
"Decision-makers" attend the conference, and
many more "influencers"



MEMBERSHIP INFORMATION



11%

AVERAGE MEMBERSHIP
INCREASE

Over the last 9 years

19%
this PAST YEAR

MEMBERS from the FOLLOWING:

- | | | | |
|----------------|------------------|--------------|-----------------|
| ◆ Alabama | ◆ Arkansas | ◆ Arizona | ◆ Beijing |
| ◆ California | ◆ Colorado | ◆ Idaho | ◆ Illinois |
| ◆ Iowa | ◆ Kansas | ◆ Louisiana | ◆ Massachusetts |
| ◆ Michigan | ◆ Minnesota | ◆ Missouri | ◆ Montana |
| ◆ Nebraska | ◆ Nevada | ◆ New Jersey | ◆ New York |
| ◆ Nigeria | ◆ North Carolina | ◆ Ohio | ◆ Pennsylvania |
| ◆ Rhode Island | ◆ South Dakota | ◆ Texas | ◆ Virginia |
| ◆ Washington | ◆ Wisconsin | | |

NETA INFORMATION

PURPOSE

The Nebraska Educational Technology Association (NETA) is a 501 (c) (3) nonprofit organization that provides leadership and promotes the application of technology to the educational process.

VISION

The Nebraska educational process will promote utilization of appropriate technology to support quality teaching and learning.

STAY IN TOUCH



@yourNETA



www.netasite.org



CALENDAR OF TECHNOLOGY CONFERENCES & SEMINARS

Events of every type for educators, technicians & administrators

October 2017

ITEC (Iowa Technology Education Connection) Conference

October 15–17, 2017
Iowa Events Center
Des Moines, IA
itec-ia.org

iNACOL—Blended and Online Learning Symposium

October 23–25, 2017
San Antonio, TX
www.inacol.org

November 2017

Fall Ed Tech Conference

November 2–3, 2017
Younes Conference Center
Kearney, NE
www.fall.netasite.org



January 2018

Future of Education Technology (FETC)

January 23–26, 2018
Orange County Convention Ctr,
Orlando, FL
fetc.org

February 2018

Texas Computer Education Association (TCEA)

February 5–9, 2018
Austin, TX
www.tcea.org

Midwest Educational Technology Conference (METC)

February 12–14, 2018
St. Charles, MO
metcedplus.org

NDLA (Nebraska Distance Learning Association) Digital Change: Beyond the Device

February 22–23, 2018
Omaha Marriott (Regency)
Omaha, NE
ndla.org

Nebraska Association for the Gifted (NAG) Conference

February 22–23, 2018
Omaha, NE
www.negifted.org

March 2018

CoSN's School Networking Conference

March 12–15, 2018
Washington, DC
www.cosn.org/events/

April 2018

National School Boards Association (NSBA)

April 7–9, 2018
San Antonio, TX
annualconference.nsba.org

NETA Spring Conference Share Your Story

April 18–20, 2018
CenturyLink Center Omaha
Omaha, NE
netasite.org

United States Distance Learning Association (USDLA)

April 29–May 2, 2018
Indianapolis, IN
<http://www.usdla.org>

June 2018

Nebraska Career Education Conference (NCE)

June 4–7, 2018
Younes Conference Center
Kearney, NE
nceconference.com

ISTE Conference The Epicenter of EdTech

June 24–27, 2018
Chicago, IL
www.iste.org



NETA

Nebraska Educational Technology Association

PO Box 484

Gretna, NE 68028

NONPROFIT
U.S. POSTAGE
PAID
LINCOLN, NE
PERMIT NO. 1180



Membership Form

***NETA Statement of Purpose:** The Nebraska Educational Technology Association exists for the purpose of providing leadership and promoting the application of technology to the educational process. Its span of interest includes all levels and aspects of education.*

Name _____ Position _____

Preferred Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

School/Agency Name _____ Email _____

If you attended the Spring Conference in April 2017, your membership is included with your registration. You will receive a printed newsletter. If you would like to receive a printed newsletter, but did not attend the Spring Conference, you may pay \$35 for a printed September, November, February and April newsletter. Make checks payable to NETA. To become a member, please fill out the above form and mail with check to:

NETA Membership
PO Box 484
Gretna, NE 68028

- ☐ I am a new member
☐ I was recruited by this current NETA member

Address changes should be sent to the above address or emailed to: executivedirector@netasite.org