Take a Look INSIDE:

The Election Results are In!
Find out if the candidates you voted for will be serving on the NETA Board of Directors.

See page.............................................5

Take Hold of the ISTE Standards
"We are living in a time where "standards" feels like a dirty word, but the ISTE standards are a great tool to help us focus as educators."

See page.............................................11

Computers, iPads, SmartPhones, Oh My!
These five recommended apps from a converted but previously reluctant smartphone owner will help you manage your classroom, improve student engagement and increase communication with parents.

See page.............................................12

Ensuring Your Flip Doesn’t Flop
Have you considered flipping your classroom instruction? What does that really mean? Find out, and get advice on best practices to insure your success.

See page.............................................14

The Winners are Announced!
The complete judging results of the NETA Student and Teacher Contests are listed. Find out who the winners are from the huge variety of the amazing entries.

See page.............................................19

Message from the President
Gregg Robke, ESU 4, Auburn, NE

Finding Your Passion at the NETA Spring Conference

Top Reasons Why You Will Find Your Passion for Technology and Learning at the 2015 Spring NETA Conference:

• A new venue! Omaha’s CenturyLink Center
• Adam Bellow and George Couros, our keynotes on Thursday and Friday! You’ll want to be sure to attend these keynotes to gather ideas on becoming a passion driven teacher!
• Leslie Fisher is back as a featured speaker both Thursday and Friday to share her ideas and experience about technology in the classroom!
• We welcome Monica Isabel Martinez as Thursday’s featured speaker!
• We welcome teacher, librarian, and technology integration specialist Shannon McClintock Miller as Friday’s featured speaker!
• The String Beans (http://www.thestringbeans.com/) will open with some wacky and fun entertainment both days!
• Over 190 breakout sessions presented by experts and educators with a passion for technology! You can find these listed on our website (netasite.org) along with an interactive platform of the conference sessions.
• Nearly 100 vendors with exciting new technologies for the classroom!
• The opportunity to network with a few thousand other educators who are as passionate about technology and learning as you are!

NETA Conference Tips and Tricks!
• Look over the session grid and pick all the sessions you are interested in attending. Even if you pick more than one during the same block of time, still select it. You can go back on our website and find handouts and presentation materials from (Continued on page 13)
In this issue

Finding Your Passion at the NETA Spring Conference ........................................ 1
Tip Some Cows ........................................................................................................... 3
NETA Spring Conference 2015 Network Challenges ................................................. 3
Pre-registration Open Until April 3rd ......................................................................... 4
Barcodes and QR Codes on Name Badges ................................................................ 4
The Election Results are In! ........................................................................................ 5
ISTE 2015 in Philadelphia ........................................................................................... 5
NETA Conference Site 2015 ....................................................................................... 6
Rise of the Cyber-Savant: Part II ................................................................................. 8
The Reluctant English Teacher’s Guide to iPads and Apple TV ................................. 10
Take Hold of the ISTE Standards ............................................................................... 11
Computers, iPads, Smartphones, Oh My! ................................................................. 12
Board Explanation of Bylaw Changes ......................................................................... 13
Ensuring Your Flip Doesn’t Flop ................................................................................ 14
Tips for Using Google Draw Successfully .............................................................. 16
Excellence in Leading with Technology Award ....................................................... 17
Excellence in Teaching with Technology Award ..................................................... 18
Spring Conference Highlights and Information ...................................................... 18
The Winners! Complete Judging Results of NETA Contests ................................. 19
CenturyLink Teachers and Technology Grant 2014 Final Reports ....................... 22
Calendar of Technology Conferences & Seminars ............................................... 23
Membership Form ..................................................................................................... 24

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. For making the contribution, you will receive a 2015 Spring Conference T-shirt.

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!

Lytnn Behounek  ........ Site Coordinator
Ralston Public Schools
lynn.behounek@netasite.org

Lynne Herr ........ Contest Coordinator
Office of the CIO-NITC
lynn.herr@netasite.org

Eliu Paopao ...... Co-Exhibitor Coordinator
exhibitorcoordinator@netasite.org

NETA Executive Officers and Coordinators

Julie Moore ............... Executive Director
executivedirector@netasite.org

Tom Rolifes ........................ Executive Liaison
Office of the CIO-NITC
tom.rolifes@netasite.org

Bob Goeman ...... Co-Exhibitor Coordinator
exhibitorcoordinator@netasite.org

Eliu Paopao ...... Co-Exhibitor Coordinator
exhibitorcoordinator@netasite.org

NETA is an affiliate of ISTE—The International Society for Technology in Education.
Message from the President Elect

Tip Some Cows

Have you ever been cow tipping? How did it end up? Like Tommy Boy? You don’t have to honestly answer that.

What’s the purpose of cow tipping? Does it make a better steak? No, it doesn’t. But, generally, it wakes the cow up with quite the shock.

What is your school climate like? How excited is the staff you work with for the next in-service day? Or early out? Are they going through the motions? Are there some cows that need to be tipped?

This isn’t an article to question the weight of your staff. Nor is it permission to knock any of them over. In fact, I strongly suggest doing NEITHER of those. And I will not be held responsible for any injuries relating to that activity. Or any others. Nor do I condone actually trying to tip a live cow.

Do things differently
This article is, instead, a call for you who provide any sort of professional development for others to start doing things differently. Math, reading, science, whatever. NETA 2015 is the perfect place to begin that journey. “But it’s a tech conference,” you say. Well, yes, but it’s a technology conference that wants you to use technology to improve math, reading, science, whatever. Technology should not be a grandiose event in your schools. It should be an integrated part of the instruction or professional development that you are providing to your students and staff.

If your staff moseys down the hallway (like a cattle chute) and plods into the training session, give them a little shock by stepping outside of your own box. Make them get up and move around during the session. Utilize videos. Make it interactive by modeling Kahoot or another tool to collect information. Heck—put blank pieces of paper on the wall and let them fill in what they want to learn more about. I’m not claiming to have all the answers—I need to do a better job of this, too! Maybe I should’ve started this article with “Hey, Josh!”

New ideas or tools
Many of the 198 breakout sessions and 54 poster sessions at the spring NETA Conference will provide you with ideas, suggestions or tools for you to take back and (figuratively) tip some cows in your district. Many of the 2300+ in attendance will be sharing on Twitter using the #neta15 hashtag, allowing thousands of others the opportunity to attend virtually and “corral” new ideas and resources.

Tip your PD
If you continually provide instruction for students the same way, day after day, regardless of the instructional method, most are going to eventually tune you out. Teachers are not much different than kids. You cannot provide professional development the same way over and over again. They will begin to tune you out. Hopefully, while you are at NETA 2015, you will make connections and discover resources that will help you tip some cows back at your ranch. ✤
NETA Spring Conference 2015
Network Challenges!

Don’t get caught having all of your devices powered on!

Here are a few network courtesy rules that we hope you will remember and apply while at the Conference.

1. Having 2300+ people—active technology advocates!—in one facility is more than almost any wireless (WiFi) network can handle. We have contracted a big Internet pipe. We are working with CenturyLink Center Omaha for extra access points for room coverage.

2. Along with some upgrading of the facility and management of the network equipment, the conference participants (yes, including YOU) also need to do their job—everyone needs to be careful and thoughtful about WiFi dependent usage. Try to stay with one device for doing all of your research, note taking, and communication. The cooperation and collaboration of those in attendance does make a big difference!

3. This year we have some continuing challenges and required commitments. Smartphone technology allows users to set up a wireless hot spot using their phone. Any such use of wireless hot spots during the conference creates another threat to the reliability of the conference network system. Please...don’t!

4. Together, we can do this!
We can keep the network at the CenturyLink Center Omaha stable and functioning during this year’s NETA spring conference.

We can work together to help assure network capacity and reliability. Remember only you can prevent network storms!

Pre-registration Open Through April 3rd!

We hope to see you at NETA on April 23–24, at CenturyLink Center Omaha. Please make sure you have registered for NETA by April 3rd. Your registration needs to be done online by that date, faxed, or postmarked by April 3rd if sent via mail. After April 3rd, please plan to register onsite.

Plan now to find your way to CenturyLink Center Omaha, 455 N 10th Street, for an exciting two days to explore NETA...On the Move at the conference!

Barcodes and QR Codes on Name Badges

Again this year your name badges will have bar codes on them. This will allow exhibitors to easily scan your name badge and you won’t need to complete forms to give them your information. When the exhibitors scan your badge, these are the fields of information they will receive: your name, organization, address, phone, and e-mail. In addition your name badge will have a QR code on it for exhibitors to use.

At this point we do not know how many exhibitors will participate in badge barcode or QR code scanning. We anticipate that there will be quite a few since many have suggested that we add this option.
The Election Results are In!

Announcing the New 2015 NETA Officers and Directors

Many thanks to all of you who voted during the online election. Thanks also to all of the candidates on the ballot for their willingness to serve. All candidates were certainly worthy and you will hopefully see some of them on the ballot again in the future! The following people were elected.

Officers

Jackie Ediger
President-Elect
Educational Service Unit #9

The President Elect serves for one year in this position and then moves into the role of the president. The president elect is responsible for helping to plan the conference.

Rich Molettiere
Treasurer
Omaha North High Magnet School

The Treasurer is elected every two years. The treasurer receives and disburses all funds for NETA and keeps the board informed of the status of all accounts.

Congratulations to Jackie and Rich for being elected to these offices!

Directors, Three-year term

Craig Badura
Aurora Public Schools
Director 2018

Ann Feldmann
Bellevue Public Schools
Director 2018

Patty Wolfe
Cozad Community Schools
Director 2018

Nick Ziegler
Educational Service Unit #5
Director 2018

Leaving the Board this Year

Jason Everett, Educational Service Unit #10—Jason will be greatly missed on the NETA Board. Throughout his years of service, Jason has provided strong leadership and challenged the board to think outside of the box. His great passion for educational technology is evident in the many capacities he has served on the NETA Board. Jason has worked with the website and dedicated countless hours in the leadership roles of President Elect, President and most recently as Past President. Our sincere thanks Jason for all of your contributions to help NETA grow to what it is today.

Would you like to serve?

If you would like to be more active in NETA by serving on the NETA Board of Directors, consider being a nominee in 2016. Four Director positions are open each year, as well as the President Elect and either Secretary or Treasurer (elected every other year). Watch for the call for nominees in the November newsletter.

ISTE 2015 in Philadelphia

NETA Registration and Housing Options

Plan now to attend ISTE 2015 on June 28–July 1, 2015 at the Pennsylvania Convention Center! Join more than 13,000 educators from across the United States and several foreign countries to attend the largest educational technology conference of its type in the U.S.

NETA is providing a special ISTE 2015 housing offer for our members through March 26, 2015. This offer provides Nebraska NETA members a block of reserved rooms at a hotel, and an opportunity for a reception while at ISTE.

ISTE organizers have reserved a block of rooms for Nebraska NETA members in the Holiday Inn Express Midtown, 1305 Walnut Street, Philadelphia, PA 19107. The rates are $193 for a single room or $207 for a double room. This hotel offers free breakfast. All accommodations are subject to state and room taxes.

To register for the ISTE Conference or to reserve rooms, please go to http://netasite.org and click on the link for ISTE 2015. If you have any questions about registration or housing for ISTE 2015, please contact Julie Moore at 402-540-1904 (executivedirector@netasite.org)
NETA members asked for more space at the conference so NETA... is on the Move! The NETA 2015 annual spring conference will be held at the CenturyLink Center Omaha Convention Center. This location offers easy access, state of the art facilities, and more productive conference activities space.

Location
- 455 North 10th Street, Omaha, NE 68102
- http://netasite.org/centurylinkcenteromahadirections

Parking
Conference attendees may park in Lot B or D. Parking cost is $8, cash only.

Lodging accommodations
NETA has agreements with three hotels in downtown Omaha for conference group rates: Hilton Omaha (connected to the CenturyLink Center Omaha), Courtyard by Marriott—Omaha Downtown, and Hilton Garden Inn—Omaha Downtown. For more information, please check the NETA website: http://netasite.org/neta2015hotelregistration

Conference Food Choices
- Gourmet Coffee Cart
- Alexander’s BBQ
- Taco Cart

Concession stand located in Exhibit Hall:
- Smoked Andouille Sausage
- Chili Cheese Coney
- Nacho Grande
- Jumbo Hot Dog
- Nachos, Pretzels & Popcorn
- Beverages

Conversation Strand
- Held in Convention Center, room 209
- Come learn from the group

Registration
- Register by April 3 or plan to register onsite
- Located in Exhibit Hall
- Wednesday night registration hours are 5:00–7:00 p.m.

Omaha
To find out more about Omaha you may visit http://netasite.org/visitomaha.

Graduation Credit for NETA
Participants who attend both days of the NETA Conference can earn one hour of graduate credit through Peru State College. Interested participants will meet briefly with Gregg Robke on Thursday morning at 9:50 outside of the Grand Ballroom, directly after the keynote. Tuition is as follows: Nebraska Residence—$177.75 per credit hour + applicable fees of $69.25. Non-Residence—$355.50 per credit hour + applicable fees of $69.25.

We look forward to welcoming you to the CenturyLink Center Omaha!
The meeting room level of the CenturyLink Center Omaha offers 63,000 square feet of flexible meeting space all located on the second level. All rooms feature multiple outlets, telephone and data connections as well as individual programmable lighting. The facility’s open, contemporary design allows for easy access to all areas.

The Exhibit Hall encompasses over 194,000 square feet of contiguous space which is divisible into three separate halls. NETA is using Hall A, allowing an expanded number of exhibitors in this large space. Each hall features a concession stand, restrooms and a show office.
Rise of the Cyber-Savant: Part II

By Chuck Riedesel & Leen-Kiat Soh, Dept. of Computer Science & Engineering
University of Nebraska, Lincoln, NE

The use of the term Cyber-Savant is intended to evoke the image of a genius problem-solver with computers, in addition to attracting your attention to this article! We are all vaguely aware of such geniuses, but where do they come from? What is it that gives rise to these cyber-savants? Our contention is that Computation Thinking (CT) is part of the answer, and that CT can be useful in numerous more mundane contexts, including teaching our typical crop of students. This is Part II of a two-part article.

Computer Programmer = Computer Scientist?

Is a Computer Programmer a Computer Scientist? Not necessarily. Most fundamentally, the computer programmer uses a programming language as a tool to implement an application on a computer. A programmer knows one or more programming languages and is able to code using them, employing at least some degree of CT. A programmer may have learned how to work with data structures (simple types, arrays, classes, files, perhaps pointers, linked lists, etc.) and control structures (loops, selection, functions, etc.), applying them to a variety of applications on various platforms. The programmer may be able to identify places in the code for patterns he/she has learned, algorithms from a reasonable-sized repertoire, GUI elements, and more. A couple of courses in a programming language may be sufficient education for a computer programmer to get a reasonable start. Unless the application requires it, a programmer’s education does not generally require extensive mathematics and logic.

A Computer Scientist must, of course, be able to program. But, whereas “Introduction to Java” may be a suitable first course for a programmer, a more encompassing “Introduction to Computer Science” would be more optimal for a scientist. This course may employ Java as an example language, but the emphasis is on concepts that are more universal.

Key distinguishing features of a Computer Scientist’s education include extensive logic and mathematics, especially as is found in Discrete Mathematics courses; theoretical foundations that involve hypothetical models of computation and the limits to what is computable; Programming Language Concepts that explore more exotic paradigms such as functional and logic programming as well as object-oriented; and Design and Analysis of Algorithms that explore computational complexity and strategies of solving hard problems.

With this more rigorous education, a Computer Scientist will have a much more substantial repertoire of CT tools, constructs, and techniques from which to draw, assuming the task is to do problem solving with a solution executable by a computer, with the tangible products ranging from understanding and description of a problem to ideas underlying a solution, from theories to empirical data, from algorithms to lines of code, from conceptual models to specific designs and implementations. However and more importantly, the Computer Scientist is the one who discovers, creates, and refines these components in the first place!

Driver, Auto Mechanic, or Automotive Engineer?

Driving a car requires some degree of understanding of how a car works, if only to recognize faults, capabilities, servicing requirements, etc., but primarily a driver needs to learn how to operate (i.e. interface with) the automobile with sufficient skill to get around. Drivers Education courses are commonly available for providing this education and training.

On the other hand, an auto mechanic generally requires more education relating to the internals of a car—how the parts work together, modes of failure, diagnosis and replacement/repair, etc. He/she may need to be able to drive the car also, but in this role, the purpose of driving is for diagnosis and testing rather than skill in negotiating the road. Being up-to-date on technologies and products, testing equipment, having certifications to work with particular products, etc. is essential to being effective as a mechanic. Education may involve technical schooling and/or apprenticeship that is definitely beyond what is required for simply driving the vehicle. However, this additional education would mostly not be applicable to automotive engineering (next paragraph).

Approaching an auto mechanic with a request to redesign the engine or transmission for improved performance will likely not be fruitful. If this is your objective, you need to find people (most likely a team of people) with substantially more education. Physics, chemistry, advanced mathematics, mechanical engineering, statics and dynamics may all be needed. Automotive

(Continued on the next page)
engineers with baccalaureate (and higher) degrees are the ones to call upon. Interestingly, these engineers may be so busy with their engineering that their knowledge of particular products and certifications to work with them may be limited, though if needed, could be quickly brought up to date. Significantly, the engineers are the ones who create the technologies and their accompanying certifications!

These three job descriptions could be rewritten almost word for word, replacing references to drivers, auto mechanics, and automotive engineers with computer users, IT workers, and computer scientists/engineers respectively, and references to cars with computers. Our way of life requires all three in various numbers: many need to know how to drive, a smaller number are needed to maintain the vehicles, and fewer still are needed to design new technologies. And not surprisingly, each higher (more cerebral) category requires deeper and more extensive use of CT in order to be successful in their work.

Sidebar 2: To Further Explore Computer Science
Note that NETA’s Statement of Purpose states that it “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.” However, many of NETA’s members also have strong interests in Information Technology (IT) and Computer Science. Here, we hope to delineate these terms.

According to the CSTA K-12 Curriculum Standards,
• Educational Technology can be defined as using computers across the curriculum, or more specifically, using computer technology (hardware and software) to learn about other disciplines. For example, the science teacher may use pre-existing computer simulations to provide students with a better understanding of specific physics principles, or an English teacher may use word-processing software to help students improve their editing and revision skills. While educational technology is concerned with using these tools, computer science is concerned with designing, creating, testing, modifying, and verifying these tools.

• Information technology (IT) is “the proper use of technologies by which people manipulate and share information in its various forms.” While Information Technology involves learning about computers, it emphasizes the technology itself. Information Technology specialists assume responsibility for selecting appropriate hardware and software products, integrating those products with organizational needs and infrastructure, and installing, customizing, and maintaining those resources.

• Computer science (CS) is the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society.

To further clarify the delineation, from the Standards, “IT is an applied field of study, driven by the practical benefits of its knowledge, while computer science adds scientific and mathematical, as well as practical, dimensions. Some of the practical dimensions of computer science are shared with IT, such as working with text, graphics, sound, and video. But while IT concentrates on learning how to use and apply these tools, computer science is concerned with learning how these tools are designed and why they work. Computer science and IT have a lot in common, but neither one is fully substitutable for the other. For example, the complexity of algorithms is a fundamental idea in computer science but would probably not appear in an IT curriculum.”

We see Computer Science as a discipline with its cores in both science and engineering. In many ways it is a discipline that studies how one could practice computational thinking more efficiently and more effectively to solve complex problems—ranging from algorithms to software solutions to computer hardware designs.
Commonly, English Teachers are stereotyped as being stuck in the 80s: the 1880s. We love printed copies of books, old-fashioned paper-and-pencil notes, and keeping a weekly journal. I pride myself on being tech-savvy, and recently, my school was generous enough to install an AppleTV in my classroom. I’ve always wanted one to help make my high school English curriculum more interactive, and to engage students with material in ways that they may not otherwise experience in a classroom often relegated to the 19th century. This article will review a few easy-to-implement applications for iPads and AppleTV in conjunction.

Educreations

They say that the best way to make sure you know information is to teach it to someone else. Educreations is a free app for the iPad that allows students a wide variety of creative ways to review and re-teach material to their classmates. This interactive white board utilizes text, pictures, audio, and video to convey messages in a PowerPoint-like format that many students will find immediately familiar.

In the English classroom, Educreations can be used as a method of review for higher-order-thinking activities like illustrating scenes, parsing plotlines, and explaining the complex relationships between characters. When they’re finished with their activity, simply connect to the AppleTV and watch their presentations live from your projector.

Idea Sketch

Idea Sketch has two apps: a free trial version that allows one presentation, and a complete, unlimited version for $3.99 titled Idea Sketch+. This app is great for visual learners and students who have difficulty connecting ideas. Students create graphic organizers and flowcharts to organize information. The ability to choose between shapes, sizes, and colors allows students the freedom to personalize their graphic organizers to suit their learning needs.

An additional feature of Idea Sketch, even in its free form, is the option to transform the student-created graphic organizer into an outline containing their information. This is particularly helpful for those who have difficulty making the connection between graphic organizers and written idea expression. Idea Sketch is a wonderful way to analyze cause and effect relationships, explore the main idea and supporting details of a passage, and categorize information from a number of sources. Its uses are limitless!

The Camera

Whoa, slow down there tech wizard. You mean to tell me that the built in, default camera on the iPad can be used for something other than gratuitous selfies and lazy note taking?

The camera app on my iPad tops my list of most frequently used apps, not for the previously mentioned activities, but for use as a simple document camera. A plethora of iPad stands for this exact purpose are available through Amazon.com and other online retailers, and range in price from $20 to $200 depending on how many bells and whistles you want. Place your iPad into its holder, fire up the camera, and away you go.

Document cameras can be used for loads of activities, from modeling to previewing to showing off exemplary student work. It even brings back the excitement of getting to write on the overhead projector (a joy that modern students often don’t experience).

Don’t say “No!” to an AppleTV or iPad before you can try these wonderful apps!❖
As we sat in the waiting room of the pediatrician, I was struck by a little girl's face. It was so alive, so smiley...so snot and bugger free. It looked very different from my children's faces.

My family had been struck with Influenza A. In a sick way (parton the pun) getting the diagnosis made me happy. Influenza A sounds hardcore, like a real diagnosis. Not just the flu, but IN-FLU-ENZA. All of my whining and complaining now felt justified.

The prescription was for Tamiflu. When we paid for it (and it's quite expensive), we didn't realize how difficult it would be to get my two-year-old to take it. After some back and forth, we disguised it in her chocolate milk.

Afterward she was sitting on the couch with one of my mom's quilts spread across her lap when I heard a gurgle. (I'm sure you can fill in the rest of the story.)

How often are we using technology like this—disguising the same old same old in a minor techie-twist package? What would it look like for us to really embrace the SAMR model and re-define what's possible in our classrooms?

If we can have the courage to take a step away from lock-step classroom control, possibilities and engagement can open up. We are living in a time where “standards” feels like a dirty word, but the ISTE standards are a great tool to help us focus as educators (http://www.iste.org/standards).

Standard 1: Creativity and Innovation
How are students in your classes displaying creative thought and action? In what ways are they given space for innovation? In what ways could a teacher's expectations be shifted to allow for a more diverse range of student projects that still meet the assessment criteria?

Standard 2: Communication and Collaboration
Where are students in your room working together, not just in groups where they divide a big project into equal parts, but in strategic sets where everyone brings a specific asset to the group. How are students communicating with one another outside of class to work on project-based components?

Standard 3: Research and Information Fluency
How do your students find information? Are they required to limit searches to resources in the physical library? How can they better utilize Twitter to find information from current experts in their field of research? How are students taught to evaluate the credibility of online resources?

Standard 4: Critical Thinking, Problem Solving, and Decision Making
How often are your students engaging with real issues in their community? Are there instances where your classroom engages with a problem for which you don't have a pre-determined answer? What would it look like for your classroom to take on a messy problem in the community and make a difference?

Standard 5: Digital Citizenship
How are you teaching your students to be good digital citizens and how are you modeling it? Do your students understand the societal issues related to technology (legal and ethical behavior)?

Standard 6: Technology Operations and Concepts
Are your students engaged with technological tools and allowed to troubleshoot problems when they arise?

If the standards are new to you, the questions above might spark a conversation or get you thinking with them. Let’s each dare each other to make one small change with these in mind in the next week and then build from there. If we think small wins, it can add up to big wins for our students and who knows, it might just be the needed medicine for what ails our classrooms.
For my 29th birthday, I bought myself a smartphone. I had been dragging my feet for a few years—the sole reason was the monthly price tag attached to this purchase. People had told me the benefits of a smartphone would outweigh the expense. As I download yet another educational tool, I am beginning to think they were right. We use computers and iPads in the classroom. Maybe my smartphone could play a beneficial role in it, too. Here are the ways I do and plan on incorporating my smartphone into our school day.

**Class Dojo**

www.classdojo.com

For the past three years, I have been using a clip up/clip down chart in my classroom. It has proven effective for many students. However, this year I have a handful of boys that haven’t been motivated by this chart. After hearing about Class Dojo at TLC (Technology Leadership Cadre offered at ESU 6), I have begun using it with them. Each of them has their own avatar. They can either earn a +1 or -1. The pluses and minuses are attached to a positive or negative behavior. While some of the behaviors are self-explanatory, you are also able to add additional comments. This has been a great record keeper for behavior. The boys are always curious on how many points they have. Hearing the sounds of the positive or negative is often a great way to get all of them refocused. Because I have Class Dojo on my phone, I don’t have to be at my computer to give students a + or -, which has been very convenient.

**Plickers**

www.plickers.com

This is another app introduced to me at TLC. I can create questions to show students. Using the print out assigned to them with its unique design, students show me their answer. With a quick scan of my phone, I can see students’ responses. I know immediately which students answered correctly and which students answered incorrectly.

**Wunderlist**

www.wunderlist.com

For someone like me who uses a lot of lists, this app has been helpful. You create a list and add items to your list. As you complete a task, you click on it and it disappears from the list so you can easily see what needs to be done yet. I plan on using this for Dibels progress monitoring. I want to create a list of students who I progress monitor for DORF and a list for DAZE. After I’ve progress monitored them, I can put a check by their name and it will disappear from the screen. Once I’m finished with them all, I can bring those names back to the list so I am ready for the next time I progress monitor.

**Remind**

www.remind.com

My extracurricular responsibilities include junior high volleyball and one-act play. Communication with parents, players, and participants is imperative. Remind has been a great way to make sure everyone is well informed. When I started using this, I had to be on the computer because I was not the proud owner of a smartphone. Now I can quickly and easily send a speedy, informative remind right from my phone.

**Youtube**

bit.ly/1cTWONO

Music has become a staple to our transitions. When it is time to start math meeting, I play music. When it is time for students to return to their seat, I play music. When it is time to clean up from Daily 5 and meet for the lesson, I play music. This signals that it is time to move from one thing to the next. When transitioning from small to large group, I would tell students they need to be cleaned up and seated by the time the music stops. The problem is that by the time I get from the small group table to the computer, many precious minutes have ticked by. My plan is to use a portable speaker with blue tooth and my phone. Now I can start the transition music with my phone while sitting at the small group table.

With all these wonderful uses for a smartphone in the classroom, I’m glad I finally took the plunge and purchased one.
Board Explanation of Bylaw Changes

Pursuant to Article XI, Section B of the NETA Constitution and Bylaws, The NETA Board of Directors, after much deliberation and conversations with other ISTE Affiliates, do hereby submit the following Bylaw changes for consideration by the NETA membership at their April 2015 General Meeting.

In short, the proposed Bylaws and Policies and Procedures changes will indicate that the annual membership in NETA will cost $0, starting on April 25, 2015, and all members who join at $0 will be accorded all the membership privileges, with the exception of the printed newsletter, which will be reserved for those members who attend the Annual Conference. Anyone who attends a NETA event or visits the membership portal on the NETA website, will be granted membership providing they meet the criteria to become a NETA member.

Proposed Bylaw Changes

III. Membership

A. Membership is open to anyone who has an interest in administrative, educational, and instructional uses of technology and who subscribe to the basic tenets of NETA as proclaimed in these Articles.

B. Membership and membership privileges are not in any way limited by race, creed, sex, age, or religious belief.

C. Three membership classes are recognized, with distinct privileges.
   1. Regular memberships can be held by individuals.
   2. Honorary members are to be elected by the Board of Directors. This membership requires no dues, and will be nonvoting.
   3. Student members must be full-time undergraduate students, and will have all the rights and privileges of regular members, with the exception of voting rights and receipt of printed publications.

D. The membership year shall be from annual meeting to annual meeting.

IV. Membership Privileges

A. All members within a membership class claim identical privileges, except that the dues structure and registration fee schedules may reflect class sub-categorization.

B. Members shall pay dues as established by the Board of Directors, and only persons who have paid dues according to the currently established policy shall be considered members at any given time.

C. Regular members, and only regular members, All members shall have the right to vote in elections of officers, and in all matters placed before the assembly at the annual meeting of the membership or through mailed balloting procedures.

(Passion, continued from page1) each session. You can also contact the presenter to see if the session material(s) can be accessed. Create a detailed schedule of the sessions you want to attend, either on your calendar app or in an Excel document.

- Get connected on Twitter and Facebook. Be sure to follow @yourNETA as well as the #NETA15 hash tag.
- Follow other Twitter folks who are using the #NETA15 hash tag. Be sure to favorite the sessions or topics that others are tweeting about.
- Create an Evernote notebook for NETA 2015. Use your notebook to capture session notes, pictures, website links, and tweets; which can be sorted, searched, and linked to other web tools.
- Be sure to check out the NETA social butterfly lounge, the poster/playground sessions, and the different strands offered throughout the conference.

Challenge to you

My challenge to you as a conference attendee is to find one thing that can change the way you do things in your classroom, in your school, and/or in your district. Passion-driven teaching and learning is contagious!

On a personal note, it has been an honor to serve as NETA president this past year, and I can’t wait to see what is in store for the future of this organization. Please feel free to contact me at any time regarding your NETA experience, questions, and/or comments. You can connect with me on Twitter (@grozbek) or email me: gregg.robke@netasite.org.
One of the topics I enjoy presenting most is the Flipped Classroom. This is because I feel the Flipped Classroom, a form of BlendED instruction, is a prime example of how integrating technology can significantly enhance educational practice. In SAMR terms, the Flipped Classroom represents a significant Modification (if not a Redefinition) of instructional practice. However, reaching toward Redefinition requires that you adhere to the research-based, best practices associated with sound pedagogy. Here’s how to ensure your Flip doesn’t Flop:

Best Practices in the Traditional and the Flipped Classrooms

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Flipped</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td><strong>Before Class</strong></td>
</tr>
<tr>
<td>1) Learning Objectives</td>
<td>1) Learning Objectives</td>
</tr>
<tr>
<td>2) Anticipatory Set</td>
<td>2) Input</td>
</tr>
<tr>
<td>3) Input</td>
<td>3) Model</td>
</tr>
<tr>
<td>4) Model</td>
<td>4) Check Understanding</td>
</tr>
<tr>
<td>5) Check Understanding</td>
<td>5) Guided Practice</td>
</tr>
<tr>
<td>6) Guided Practice</td>
<td><strong>In Class</strong></td>
</tr>
<tr>
<td><strong>After Class</strong></td>
<td>6) Anticipatory Set</td>
</tr>
<tr>
<td>7) Independent Practice</td>
<td>7) Guided Practice</td>
</tr>
<tr>
<td></td>
<td>8) Independent Practice</td>
</tr>
</tbody>
</table>

Madeline Hunter’s ITIP Model

First off, when I refer to the “Traditional” classroom, I am referring to the best practices associated with student-centered, sound pedagogy consistent with Madeline Hunter’s ITIP (Instructional Theory into Practice) Model. In the Traditional classroom we begin by identifying the learning objectives before moving into an anticipatory set designed to both illustrate and engage students with those learning goals. Next, the teacher facilitates an input phase in which she models the learning objective. Constant checks for understanding allow the teacher to gauge student uptake of the new concepts and inform the transition to guided practice (“we do”) before moving into independent practice (“I do”).

The difficulty is that more often than not Independent Practice turns into homework. Am I right? Wouldn’t it be nice to have more class time dedicated to the deeper level application of our learning objectives?

This is the premise of the Flipped Classroom—that by removing some of the direct instruction involved in the input phase you can move more quickly into the guided practice phase and provide more time for independent practice. However, a common misconception of the Flipped Classroom is that it involves solely providing students with educational videos to watch before coming to class! Just as you wouldn’t move directly into the Input Phase in the Traditional Model, it is not best practice to simply provide students a link to a Khan Academy video!

The Modification of Madeline Hunter’s ITIP Model

The Flipped Classroom leverages technology to modify Madeline Hunter’s ITIP Model. There are many ways to do this, but what follows is my recommendation. Providing Flipped content to your students will require that you use a Learning Management System (LMS). If your district is paying for a professional license for a specific LMS, use it. If you are currently using a free version of an LMS, or maintain/feel comfortable creating a class website, that would do as well. If not, I highly recommend Sophia.org (allows you to not only import/upload videos—but also to create and house (continued on the next page)
screencasts directly within the site). The bigger point is that you will need a place online for students to access your content.

In accordance with best practices, each Flipped Lesson begins before the students come to class. Each online assignment is prefaced with a concise written explanation of the Learning Objectives. Next, the student watches a Video that you, the teacher, have either created yourself or curated from other sources. Just as we wouldn't attempt to provide much more than ten minutes of direct instruction in the Input Phase of the Traditional classroom, this Video should be no longer than ten minutes. The Video includes extensive Modeling of the learning objective, as well as interactive Checks for Understanding. After watching the Video and having completed the Checks for Understanding (check out Zaption.com), the student practices applying the new concepts by playing an educational Game you have created or curated (Zondle.com = MUST, see image above).

Once in the classroom, you begin with an anticipatory set similar to what you would use in the Traditional classroom that illustrates and engages students with the lesson’s learning objectives. Before continuing into guided practice, students are asked to complete a short assessment either within your LMS or via an online survey instrument such as Google Forms. This will allow you to quickly differentiate your class into two groups: those who require remediation and those who are ready for independent practice. The group requiring remediation moves to one center and accesses the lesson’s online Flipped Content while you engage those who passed the assessment in a quick activity (i.e., shorter than it will take the remediation group to finish your Flipped Content) to provide guided practice before they are allowed to move into independent practice. After these students are on their way, you turn your attention to the group of kids that required remediation with the goal of getting them to independent practice as well.

**Flipped Classroom—Facilitating Redefinition**

In the words of Jon Bergmann and Aaron Sams (Flipped Classroom Pioneers), the most important question associated with Flipping your Classroom isn’t so much the minutia of the Tech associated with HOW to do it—but rather WHAT you are going to do with significant amount of time you have created for extended Independent Practice within your classroom. The purpose of this article was to provide you with a structure for the HOW—the WHAT is up to you.

---

**Booth 902**

IMAGINE the day when every student has their own personal teacher at exactly the right moment. That’s today!

**Visit Us Online at:** thinkthroughmath.com

---

http://netasite.org
Are you looking for a way to unleash your students’ creativity or maybe even your own creativity? Why not give Google Draw a try! I have found Google Draw to be very powerful.

Here are some quick tips and a few suggestions for unleashing the potential of Google Draw:

- Create and Collaborate in Real Time
- Create Graphic Organizers or Mind Maps
- Create Brochures, Newsletters, Timelines
- Create Blog Graphics

(continued on the next page)
Excellence in Leading with Technology Award

The purpose of the Excellence in Leading with Technology Award is to recognize and honor an individual who has demonstrated outstanding achievement in implementing technology to improve teaching, learning, or administration. This year’s winner is Mickie Mueller.

Mickie Mueller is the 2015 NETA Excellence in Leading with Technology Award winner. Mickie is currently an Educational Technology Facilitator at Norfolk Public Schools.

Beth Nelson, Mickie’s Supervisor, says, “Her support to teachers in using technology as a teaching tool day in and day out is immeasurable. It is easy to request her presence on teams and committees because her intentions are always for the best interest of the district and student learning.” She goes on to say, “Her exemplary leadership has strongly assisted our district in moving forward specifically in the area of technology.”

Mickie is a Certified Google Trainer. She helped implement a 1:1 Chromebook program at Norfolk Public Schools. Mickie has presented at numerous local, regional and national conferences. Bonnie Sibert and Beverly Newton say, “Mickie has served as a role model for other technology teachers.” They go on to say she, “has unselfishly dedicated her time, energy and talents to serving students and K-12 teachers.”

Bob Hastings, Gering Public Schools Superintendent, remarks, “One of the things that Mickie has most impressed me with during her time as the educational technology facilitator in Norfolk has been her big-picture, outward focus. By this I mean that Mickie has consciously developed a network of colleagues outside of her district that she consistently works with to improve the discipline and profession.” He goes on to say, “Mickie Mueller is an educational technology leader who makes a huge difference in Norfolk, northeast Nebraska, throughout the entire state, and across the country. Her impact is not only far-reaching, but also full of insight and valuable to the educational community. She excels at what she does and we are all the beneficiary of her efforts and talent.”

Congratulations Mickie!
Excellence in Teaching with Technology Award

The purpose of the Excellence in Teaching with Technology Award is to recognize and honor an individual who has demonstrated outstanding achievement in implementing technology to improve teaching and learning. This year’s winner is Brenda Klawonn.

Brenda Klawonn is the 2015 NETA Excellence in Teaching with Technology Award winner. Brenda is currently a Social Sciences teacher at Aurora Public Schools. She is “an excellent example of a teacher who uses technology as a tool to enhance instruction and engage her students in learning. Miss Klawonn integrates technology into her instruction on a daily basis,” says Aurora High School Principal Doug Kittle. He goes on to say, “Brenda is a true example of a ‘Connected Educator.’”

Colleague Nathan Larson remarks, “Brenda has been and continues to be, a leader at Aurora High School in terms of teaching with technology.” He goes on to say, “In the eleven years that I have known Brenda, her passion for education and connecting with her students has been evident in all that she does.” In addition he says, “Brenda Klawonn is an outstanding educator who is absolutely a model for all of her peers. She is a dedicated individual who spends countless hours above and beyond what is required of her as part of her continual growth, and her efforts to help her students and colleagues.”

Brenda actively serves on the Aurora High School Technology Committee. During her graduate work she was recognized as an ING Unsung Hero in which she received a grant to help her students create iBooks. She has facilitated workshop sessions at Aurora High School and presented at multiple conferences.

Craig Badura, colleague of Brenda, says, “Our entire faculty reaps the dividends of her time and efforts because of her willingness to share her great ideas.” He continues by saying, “I am continually inspired by the ways that she seamlessly integrates technology into her social studies curriculum.” He goes on to describe her as an “inspiration for others.” Congratulations Brenda!

Spring Conference Highlights and Information

NETA...On the Move—April 23-24, 2015—CenturyLink Center Omaha

Keynote Thursday—Adam Bellow, Crossroads
Keynote Friday—George Couros, Innovate. Create. Voice
Featured Thursday — Monica Isabel Martinez, sponsored by Assistive Technology Partnership/Education.
Featured Friday—Shannon McClintock Miller, co-sponsored by Nebraska School Librarians Association
Featured both Thursday and Friday—Leslie Fisher

NETA is utilizing a personalized online conference schedule for our 2015 spring conference! Powered by Sched, attendee’s will have the ability to browse the full schedule, search by strand or topic, plan out a customized schedule and connect with other attendees and presenters! Visit http://2015.netasite.org to get started today!

There are numerous session types to choose from including, lecture/demonstration, conversation, and poster/playground sessions. Don’t miss the Makerspace Playground on Friday from 11:30 a.m. to 1:30 p.m. to come and “play around” with CEENBot robots, air rockets, drones, 3D printing, wearable technology, Google Glass, Pico and Makey Makey boards, Raspberry Pi, Minecraft, coding and an iOS photobooth.

For more information regarding the Spring Conference or NETA please visit http://netasite.org

Please join us April 23-24th!
The Winners!

NETA’s Student Logo Contest
The NETA Conference Logo Contest, based on the conference theme, NETA...On the Move, was judged by a subcommittee in December, 2014. There were numerous entries for each division, making the task of judging challenging but very enjoyable. Our thanks to Evi Wusk, Peru State College, for her work as the NETA Logo Contest coordinator.

K–5 Winner: Gage Steinke, C. Ray Gates Elementary School—Sponsor: Deanna Hirschman
6–8 Winner: Anthony Pautz, Schoo Middle School—Sponsor: Adam Schwaninger
9–12 Winner: Danielle Shefke, Lincoln PS Information Technology Focus Program—Sponsor: Steve Carr

K-12 Digital Imagery Contest

▲ Overall Winner—
K-12 NETA Conference Logo Contest
Danielle Shefke, Lincoln Public Schools Information Technology Focus Program; Sponsor, Steve Carr

▲ 3–5 Graphic Imagery
1st: Molly Rankin, Wildewood Elementary

▲ 9-12 Graphic Imagery
1st: Bethany Wilson, Aurora High School

▲ K-2 Graphic Imagery
1st: Ivette Gonzalez-Medrano, Wasmer Elementary

(more winners on the next page)
Kids, Coding, & Robots, OH MY!  
This grant project will use Dash & Dot robots along with iPad minis to lead kids through learning coding. ($1500)  
Teacher: Susan Prabulos  
School: Meadow Lane Elem.

**ISTE Teacher Trek Contest**  
Teachers applying for the ISTE Teacher Trek Contest were to share how they use technology and how attending ISTE would strengthen what they already do in the classroom. Expenses will be paid up to $1800 to attend the upcoming conference, held in Philadelphia, PA, June 28-July 1, 2015.  
- **Sarah Elger**, Aurora High School ($1800)  
- **Brenda Klawonn**, Aurora High School ($1800)  
- **Matt Rosenau**, Norris Middle School ($1800)  
Thanks to Lynne Herr, ESU 6, for coordinating this contest.

**Free NETA Registration for Teachers in First Three Years of Teaching**  
These teachers were selected through a drawing of entries, with each winner receiving a free registration to attend the 2015 spring NETA Conference.  
- **Jenny Jorgensen**, Gates Elem.  
- **Megan Jorgensen**, Schoo Middle School  
- **Leon Micek**, Prairie Lane  
Thanks to Lynne Herr, ESU 6, for coordinating this contest.

**K-12 Graphic Imagery Contest**  
For this contest, students could digitally capture, create, enhance, or draw the image themselves (no clip art). They were permitted to create their image using a digital camera, image creation program, drawing tablet, or other digital device. Winners will receive medals. First place winning images are displayed on the previous pages.

**Grade PK-2 Graphic Imagery**  
1st—Ivette Gonzalez-Medrano, Wasmer Elementary; Sponsor, Laura Robinson  
2nd—Laney Chmelka, Stolley Park Elementary; Sponsor, Taylor Bartu  
3rd—Jaci Sotelo, Dodge Elementary; Sponsor, Melinda Rother

**Grade 3-5 Graphic Imagery**  
1st—Molly Rankin, Wildewood Elementary; Sponsor, Corrie Suhr  
2nd—Kailey Walsh, Wildewood Elementary; Sponsor, Corrie Suhr  
3rd—Julianna Hamilton, Plattsmouth Elementary; Sponsor, Melanie Anderson

**Grade 6-8 Graphic Imagery**  
1st—Sarah Woodward, St. Vincent De Paul Elementary; Sponsor, Mike Pflaum  
2nd—Grace Thede, St. Vincent De Paul Elementary; Sponsor, Mike Pflaum  
3rd—Kaden Berge, Schoo Middle School; Sponsor, Heather Steiner

**Grade 9-12 Graphic Imagery**  
1st—Bethany Wilson, Aurora High School; Sponsor, Sarah Wegenast  
2nd—Rachel Shackelford, Sandy Creek High School; Sponsor, Crystal Hassenstab  
3rd—Logan Olson, Stuart Public School; Sponsor, Brenda Larabee  
Thanks to Jackie Ediger, ESU 9, for coordinating this contest.

**K-12 Open Class Contest**  
As NETA continually seeks to develop contests that accurately reflect classroom uses of technology, the Open Class Contest was created, and has been a very popular contest. Winning students will receive medals. (continued on next page)
Animation PK-4 Winners:
Hazzard Eilts, Dodge Elementary; Sponsor, Valerie Chmelka
Blake Ruzicka, Engleman Elementary; Sponsor, Lisa Blase

Animation 9–12 Winner:
Jake Mangels, Information Technology Focus Program; Sponsor, Brent Jarosz

Video 5-8 Winner
Erin Brockmeier, Westridge Middle School; Sponsor, Shalee Lindsey

Video 9–12 Winner
Ruby Mendez, Crete High School; Sponsor, Linda Witfoth

Other PK–4 Winner
Mariah Cobler, Dodge Elementary; Sponsor, Lori Patsios

Other Category 5–8 Winners
Zac Drapal and Mrs. Gutierrez's 5th Grade Class, Dodge Elementary; Sponsor, Alma Gutierrez
Josiah Rose, Dodge Elementary; Sponsor, Jan Tell

PK–12 Winners:
Thanks to Heather Callihan of Northwest Public Schools, for coordinating the App Smash contest.

Infographics Contest
We asked students to teach us with the use of Infographics by creating an Infographic that highlighted their learning or showcased their curriculum topics. The winning infographics may be published throughout the year in the NETA newsletter.

PK–5 Winners
Anyssa Mendoza Perez, Dodge Elem.; Sponsor, Valerie Chmelka
Miguel Pesina, Riley Elementary School; Sponsor, Barb Smith

6–8 Winner
Kolby Johnson & Kendry Arrazcaeta, Madison Middle School; Sponsor, Audrey Loosvelt

9–12 Winner
Jake Polesky, Fort Calhoun High School; Sponsor, Sara Wellman-High Horse

Thanks to Lucas Bingham, School District 145—Waverly, for coordinating this contest.

New—What’s Your Impact? Video Contest

PK–4 Winners
1st—Monica Evon, Bellevue Elementary
2nd—Donna Young, Centura Public School
5–8 Winner
1st—Kim Steffen, Centura Public School
9–12 Winner
1st—Colleen Childers, Grand Island Northwest High School

The “Brand It” Contest
For this contest students could re-design a logo for their school or district, create an original logo for a local area business or design an original logo for a school-based business.

PK–12 Winners:
1st—Madi Leach, Garden County Jr. Sr. High School; Sponsor, Shauna Roberson
2nd—Nyabath Wal, Dodge Elementary School; Sponsor, Alma Gutierrez
3rd—Kara Barnhart, Garden County Jr. Sr. High School; Sponsor, Shauna Roberson

Thanks to Matt Lee, Westside Community Schools, for coordinating this contest.

The Best Ideas Belong to Someone Else Contest
For this contest, teachers and pre-service teachers submitted a great lesson integrating technology into their curriculum.

PK–12 Winners
• Morgan Cook, Stanton Community Schools
• Shellie Meyer, Dodge Elementary
• Lori Patsios, Dodge Elementary

Thanks to Tina Sauser, Boone Central Schools, for coordinating this contest.

Congratulations and Thanks!
Congratulations to all contest winners for submitting high-quality entries. In some cases, the choices were very difficult. Thanks so much to everyone who gave their free time to judge all the contests, and to those of you who entered or sponsored contest entries not listed among the winners. ❖
CenturyLink Teachers and Technology Grant 2014

Final Reports

The CenturyLink Clarke M. Williams Foundation’s Teachers and Technology Grant program awarded a $15,000 grant to the Nebraska Educational Technology Association. With these funds CenturyLink provided classroom grants to PreK-12 teachers who demonstrated an innovative use of technology in the classroom.

Five Nebraska schools were selected in 2014 to receive grant funds. Projects have included the use of iPads, iPad minis, tablets, Makey Makey Boards, Raspberry Pi boards, Chromebooks, and supporting items for each grant. Each project’s full mid-term report was included in the NETA November newsletter issue. Their final reports have indicated their objectives are being met and they are continuing to move forward in a positive direction.

Tablets Prevalent
Tablet purchases were prevalent in the grants awarded. Deb Habe was able to purchase iPads for Loup City Middle School students. Sixth graders recorded their heartbeat before and after exercise in P.E. class using an app on the iPads. Deb wrote in her final report, “The most beneficial learnings for students concerning this project were that they learned what their resting heart rate should be and how they could influence their heart rate after exercise by how hard they ran during the warm up period.”

Katie Morrow purchased iPad Minis with her grant funds. Her grant project titled “Publishing on the EDGE” (Educating the Digital Generation) provided iPad minis to a dozen high school students allowing them to publish a monthly digital magazine to highlight “innovative practices and transformative technologies in and around the school community.” She noted in her final report, “The EDGE has challenged these students’ writing talents and developed additional entrepreneurial and collaboration skills since all mobile journalism efforts take place outside of a scheduled class time.” You may learn more about their project at http://tinyurl.com/followtheedge.

Steve McCarville purchased Asus Memo Pad HD 7 tablets allowing students at Holy Name to interview community members representing seven different cultures. Steve wrote in his final report, “The purpose of this project was to increase cultural awareness and to help the students at Holy Name to embrace all the cultures at the school and their communities.” He went on to write, “The evaluations from the students showed a deeper understanding of cultures and an appreciation for the goals and objectives of the project. The students are now using the tablets to enhance their Social Studies and Science Fair projects.”

Makey Makey Boards, Raspberry Pi Boards, and Chromebooks
Students at Jesuit Academy utilized maker-space tools acquired through the grant funds awarded through Mike Mansour’s proposal. Mike wrote in his final report, “In addition to using devices like Arduinos, Makey-Makeys, and Pikoboards in science and math classes, “maker days” are held every 2–3 weeks during regular class time to give students an opportunity to experiment with different tools.” He went on to write, the Chromebooks, also funded through the grant he received, have made the biggest impact. He stated, “Teachers are utilizing web-based resources (Google Drive/Classroom, That Quiz, EdPuzzle, Nearpod) to enhance lessons and promote research like never before. Prior to this expansion, a lack of direct access was a hurdle for utilizing web based resources.”

Paul Clark stated in his final grant report, “The primary goal of this project was to provide 3rd–5th grade students with hands-on, computer-based STEM (Science, Technology, Engineering and Math) activities. The grant has provided various computer-interfacing circuit boards for classes of students to design and develop projects.” Students at Whitetail Creek Elementary used Scratch, Makey Makey or Pico boards along with other materials to create their projects. Paul went on to write, “One word that would describe the student reaction to using these boards would be enthusiasm.” He would also like to thank the CenturyLink for providing this opportunity to his students.

Attend the poster sessions on their projects at the 2015 spring NETA Conference this April to find out more about each grant project!
# Calendar of Technology Conferences & Seminars

*Events of every type for educators, technicians & administrators*

## April 2015

**Infotec (by the AIM Inst.)**
- April 21–22, 2015
- CenturyLink Center Omaha
- Omaha, NE
- infotec.org

**NETA Spring Conference**

**NETA...On the Move**
- April 23–24, 2015
- CenturyLink Center Omaha
- Omaha, NE
- netasite.org

## United States Distance Learning Association (USDLA)
- April 26–29, 2015
- St. Louis, MO
- http://www.usdla.org

## June 2015

**Nebraska Career Education Conference (NCE)**
- June 2–4, 2015
- Younes Conference Center
- Kearney, NE
- nceconference.com

## January 2016

**Florida Educational Technology Conference (FETC)**
- January 12–15, 2016
- Orange County Convention Ctr, Orlando, FL
- fetc.org

## February 2016

**Texas Computer Education Association (TCEA)**
- February 1–5, 2016
- Austin, TX
- www.tcea.org

## April 2016

**2016 NETA Spring Conference**
- April 21–22, 2016
- CenturyLink Center Omaha
- Omaha, NE
- netasite.org

## October 2015

**ITEC (Iowa Technology Education Connection) Conference**
- October 11–13, 2015
- Iowa Events Center
- Des Moines, IA
- www.itec-ia.org/itec-conference

## November 2015

**iNACOL (International Assoc. for K-12 Online Learning)**
- November 8–11, 2015
- Swan and Dolphin Resort
- Orlando, FL
- www.inacol.org/symposium-2015

## June 2016

**ISTE Conference**
- June 26–29, 2016
- Denver, CO
- website not yet available

## June 2017

**ISTE Conference**
- June 26–29, 2017
- San Antonio, TX
- website not yet available
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 2014, one year of membership was included with your registration. If you would like to be a member, but can not attend the Spring Conference, membership dues are $25.00 and are good through April 2015. Make checks payable to NETA. To become a member, please fill out the above form and mail with check to:

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

NETA Membership
PO Box 484
Gretna, NE 68028

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