

News

A Publication of the Nebraska Educational Technology Association

April 2017

You Won't Believe What Experts are Saying About Technology's Dangers...

also—

- ◆ NETA Little Known Facts
- ◆ 5 Tips for Twitter



NETA Newsletter

Published four times yearly.
Contributions are welcome.

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In this issue

You Won't Believe What Experts are Saying About Technology Dangers..... 3

NETA Little Known Facts 4

5 Tips for Twitter..... 5

The Election Results are In! 6

NETA is Celebrating 30 Years! 7

ISTE 2017 in San Antonio..... 7

NETA Conference Site 2017..... 8

Spring Conference Highlights and Information 10

Minecraft Education Edition: Don't Get Lost in the Pixels 11

Reporting in from the Future of Ed Tech Conference 14

The Winners! Complete Judging Results from NETA Contests..... 16

Excellence in Leading with Technology Award 18

Excellence in Teaching with Technology Award 19

An Essay about Digital Inclusion and Equity of Access 20

NETA Merchandise Available for Purchase..... 22

Calendar of Technology Conferences & Seminars..... 23

NETA 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.

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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“You just can’t separate her from it. She would rather use it than do anything else. I try to get her to play with the others but she would rather stay home and spend all her time with it.”

I’M NOT SURE about you, but the above quote is quite alarming. Don’t we want children outside playing with others? Should students be continuously engaged with technology? While alarming, this is just the beginning of the outcry against technology’s impact on young people.

“For this will result in the loss of the ability to remember facts by any that use it. They won’t practice studying and recalling information. They will begin to trust it rather than their own memory. It offers students the ability to appear to be wise without really being wise.”

This widely-cited thinker sees this technology as a crutch that is robbing people of their ability to learn. Do we want to be responsible

Message from the President Elect

You Won’t Believe What Experts are Saying About Technology’s Dangers...

for creating a generation of students who are so dependent on technology that their brains have atrophied? It gets worse...

Other experts are afraid that harmful physical effects will result. They have expressed concern that the strain placed on the eyes by prolonged use is responsible for deteriorating eyesight.

“The eyestrain caused by use of this technology is worrisome. We fear that overuse can actually cause degradation of eyesight even to the point of blindness! We must find a way to protect people from this danger.”

What is this evil technology that the world-renowned experts rail against in the paraphrased quotes above? iPads? Googling? Chrome-books? No, rather...

Written language in books.

At first glance, this seems preposterous. Who would question the utility and benefit of written language?

A 1938 St. Petersburg Times opinion piece was the source of the information for this article’s first “quote.” Its author expressed sincere concerns about the negative impact of young people reading too many books at the expense of attendance at parties and other social gatherings.

The ancient Greek philosopher Plato actually questioned the wisdom of teaching students to write, quoting his mentor Socrates in his dialogue “Phaedrus 14.”

He expressed grim concerns about how this new technology, the written word, could disrupt his world that was so reliant on oral recitation and aural learning.

When the phonograph was invented in the late 1800’s, its proponents heralded it as a way to avoid the blindness-causing eye strain that was triggered by the reading of too many books. People could now safely listen to recorded books rather than put their precious eyesight at risk.

Are these three cases just historical anomalies or are they indicative of something more systematic?

As we stand at any one point in time and look back, there will always be technologies that we are comfortable with, that we revere, and that we want to hold on to.

At that same point in time as we look forward there will always be new technologies approaching that seem to promise quick solutions to our current challenges. To others, those same technologies constitute threats to be avoided.

We live in this continually shifting space between these two horizons. Once we acknowledge this reality, we can begin to think critically about technology and its role in society. We can’t let new technology simply be condemned as a hazard nor can we let it be worshiped as the solution to all of education’s ills.

(Continued on page 22)



*Jackie Ediger,
Educational
Service Unit 9,
Hastings*

NEARLY EVERY DAY, I run across a social media post that shares “Six Tips You Haven’t Heard About the New iOS” or “Three Hidden Features of Your Chromebook”—and I almost always learn something new. As the NETA President, I get the “inside scoop” of the work NETA does beyond our conference, but I know that often members think of NETA as a conference.

NETA is so much more!

So, here are five things about NETA you may not know:

1 You may know that each year, NETA offers contests to honor model work and achievements of students and educators, but did you know that every teacher who sponsors a winning student entry, or who submits their own winning entry, receives both free NETA conference registration and sub reimbursement for both days of the conference? Mark your calendar—the contest submission window opens November 1 each year and typically closes February 1.

2 Did you know that NETA provides funding to support the work of teachers across the state? This summer five Nebraska teachers will be attending the ISTE (International Society for Technology in Education) conference in San Antonio courtesy of NETA. How? They created a

President’s Message

NETA Little Known Facts

two-minute video telling the NETA Board why we should send them, entered it in our ISTE Trek contest and won! In addition, three teachers will be spending \$1500 in grant money from NETA toward classroom technology to support classroom innovation and learning. (Bonus? As contest winners, they also get free NETA conference registration and sub reimbursement! Score!)

3 NETA allocates funds to support professional networks across the state. This year Board members organized and attended statewide meetings for the established School Technology Coordinators group, a new group for statewide Technology Integration Specialists, and a meeting for 1 to 1 initiative schools. NETA funds also support these groups by providing lunch for attendees. A new group that will begin soon will support college faculty to teach instructional technology courses for pre-service teachers or support faculty in their work using technology for instruction.

4 Despite hosting two conferences, multiple professional learning groups, producing and mailing several newsletters each year and a host of other work, NETA has only one paid employee, our Executive Director, Julie Moore. Her work is supported by a combination of appointed board members with specific responsibilities (vendor coordinator, site coordinator, webmaster, etc.) and elected board members who offer broad-based support.

5 Each year, the NETA board allocates funds to support advocacy for technology funding at the state and federal level. The board includes an Advocacy Chair who attends a yearly ISTE-supported legislative policy summit in Washington, DC. While in Washington DC, the Chair meets with education staff of both our House and Senate members to help them understand the importance of funding to support hardware and professional development to offer the best educational opportunities for students in Nebraska. ❖

Save
the
Date

Nebraska Fall Ed Tech Conference

November 2-3, 2017

Younes Conference Center
Kearney, NE

Pre-conference workshops will be held on Thursday, November 2, 2017.





*Craig Badura,
Aurora Public
Schools*

5 Tips for Twitter



I THINK THAT every teacher should use Twitter to supplement his or her personal professional development. It's authentic, immediate, easily accessible and constant. The ability to connect and learn with educators from all over the world is amazing. You, the user, are in total control of what you want to learn or who you want to connect with.

The only drawback to Twitter is that it's kind of hard to understand when you first start. With the @ sign, the hashtags, composing, replying to a tweet and following a conversation can be confusing and frustrating. This frustration can essentially lead to a teacher giving up on Twitter.

Here are five tips that I have come up with to share with the Twitter newbies in your district or professional learning network when they are first getting started with Twitter.

1. Professional bio

Create a professional bio starting with an image of YOU. I know that you might have a cute dog/cat, a smokin' hot wife/husband and a beautiful family, but people want to see who they are following and interacting with. Be as clever or professional as you'd like with your bio, but remember you only have 140 characters!

2. Follow

Follow 300 "people of interest" when you first sign up for Twitter. These could be fellow educators

in their content area, educators out of their content area, professors, or keynote speakers. Anyone that has anything to do with education. You get out of Twitter what YOU want. If you want celebrity gossip, follow celebrities. If you want to learn, grow and collaborate as an educator follow all things education. If you follow someone and don't like what's coming from their stream, un-follow them. It's okay!

3. Lurk

Lurk and learn for six weeks. That's it. Don't stress over what to share with that first tweet. Sit back and lurk. Pull out your phone to check your Twitter stream when you have an extra minute or two. Read articles, monitor conversations. Examine how people share with images or by re-tweeting material. When you are comfortable, begin the process of going from consumer to producer.

4. Continuous conversation

You are not going to be able to read every single tweet. Quit trying. This was my biggest obstacle when I began with Twitter. I couldn't keep up. I was frustrated. Luckily, my mentor told me it's a continuous conversation and you can never

keep up. It's not even worth trying. Which leads me to my next tip, hashtags. When I found hashtags, Twitter took on a whole new meaning for me. Hashtags gave me the ability to follow what I wanted to follow.

5. Hashtags

Find hashtags that are relevant to you and begin examining the content that is associated with those hashtags by searching. Still struggling with hashtags? I know, I did as well. I called that symbol a pound sign when I was younger. Now it's a hashtag?! Here's the simplest way I've found to explain hashtags to teachers that may not understand what hashtags are.

Think of a hashtag as a television channel. Once you've found a hashtag that interests you, search it and watch it. A lot. Just like you do with your favorite television channels. How do you find good hashtags? @cybraryman1 has created an amazing list of pretty much every hashtag imaginable that is related to education.

Good luck in your Twitter journey. I hope these tips help. I know I am thankful for each and every person in my professional learning network on Twitter. I have learned so many things from them. Joining Twitter was the best decision I have made in my professional career.

Follow me: @mrbadura ❖

The Election Results are In!

Announcing the New 2017 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



Heather Callihan
President Elect
Northwest Public
Schools

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 Molettieri
Treasurer
Omaha Public Schools

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 Heather and Rich for being elected to these offices!

Directors—Three-year term



Abby Fitzgerald
Bennington Public
Schools
Director 2020



Wendy Loewenstein
Omaha Virtual School
Director 2020



Becky Miller
Norfolk Public Schools
Director 2020



Kent Steen
Lincoln Public Schools
Director 2020

Director—Two Year Term

(Filling the remainder of Heather Callihan's term)



Nate Balcom
Grand Island Public
Schools
Director 2019

Leaving the Board this Year

Josh Allen, Lewis Central Community Schools

Josh will be greatly missed on the NETA Board. Throughout his years of service, Josh has provided strong leadership and challenged the board to continue to follow NETA's purpose. His great passion for educational technology is evident in the many capacities he has served on the NETA Board. Josh has worked with the Marketing/PR Committee, Governance Committee, ran NETA's social media accounts and has dedicated

countless hours in the leadership roles of President Elect, President and most recently as Past President. Our sincere thanks to Josh for all of your contributions to help NETA grow to what it is today.

Stephanie Dannehl, Bertrand Community Schools

Stephanie has served on the NETA board for two years. Her compassion for education helped move the NETA board forward. Stephanie served on the Logistics Committee and Governance Committee throughout the past two years. In addition she helped with the Library Media strand and served on the Nebraska Fall Ed Tech Conference Planning committee this past year. Her positive attitude and willingness to volunteer for any task was greatly appreciated. Thank you, Stephanie, for all of your hard work and dedication to NETA! You will be missed!

Would you like to serve?

If you would like to get involved and be more active in NETA by serving on the NETA Board of Directors, consider being a nominee in 2018. 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. ❖

NETA is Celebrating 30 Years!

Did you know...

NETA started as Nebraska Association of Educational Data Systems (NAEDS) around 1979. At that time, the organization was affiliated with two international groups: IACE (International Association for Computers in Education) and ICCE (International Council for Computers in Education). NAEDS officially became the Nebraska Educational Technology Association (NETA) in May of 1987, and the first NETA conference was held in 1987.

IACE and ICCE merged into the International Society for Technology in Education (ISTE) in 1991. NETA continues to be a strong and active affiliate of ISTE.

Technology through the years on display

Technology has certainly changed since the start of the organization, and we hope you are able to join us at NETA's spring conference April 19-21st to celebrate 30 Years. Various types of technology throughout the years will be displayed during the poster sessions on Friday, April 21st in Ballroom B at the CenturyLink Center Omaha. ❖



ISTE 2017 in San Antonio

NETA Registration Options



PLAN NOW to attend ISTE 2017 on June 25-28, 2017 at the San Antonio Convention Center in San Antonio, Texas. Join some of your NETA colleagues and more than 16,000

educators from across the United States and several foreign countries to attend the largest educational technology conference of its type in the United States.

To register for the ISTE Conference, please go to <http://netasite.org> and click on the link for ISTE 2017. If you have any questions about registration for ISTE 2017, please contact Julie Moore at 402-540-1904 (executivedirector@netasite.org) ❖

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NETA Conference Site 2017

Welcome to the CenturyLink Center Omaha Convention Center!

The NETA 2017 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 per entry.

Lodging accommodations

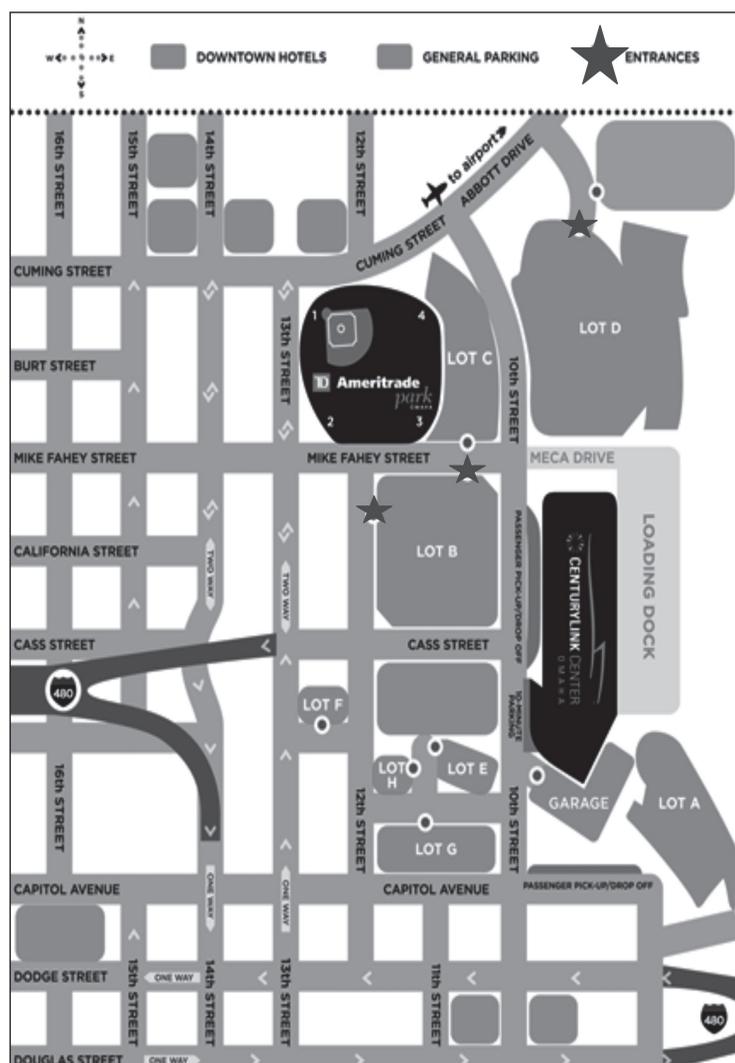
NETA has agreements with three hotels in downtown Omaha for conference group rates: Hilton Omaha (connected to the CenturyLink Center Omaha), Courtyard by Marriott—Omaha Downtown, and Embassy Suite by Hilton—Omaha Downtown. For more information, please check the NETA website: <http://netasite.org/hotelregistrattonmeta2017>

Conference Food Choices

- Gourmet Coffee Cart
- Alexander's BBQ
- Philly Cheesesteak Cart

Concession stand located in Exhibit Hall:

- Smoked Andouille Sausage
- Chili Cheese Coney
- Nacho Grandeo
- Jumbo Hot Dog
- Nachos, Pretzels & Popcorn
- Beverages



Convention Center Parking Options

Conversation Strand

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

Registration

- Located in Exhibit Hall
- Wednesday night registration hours are 5:00–7:00 p.m.

Omaha

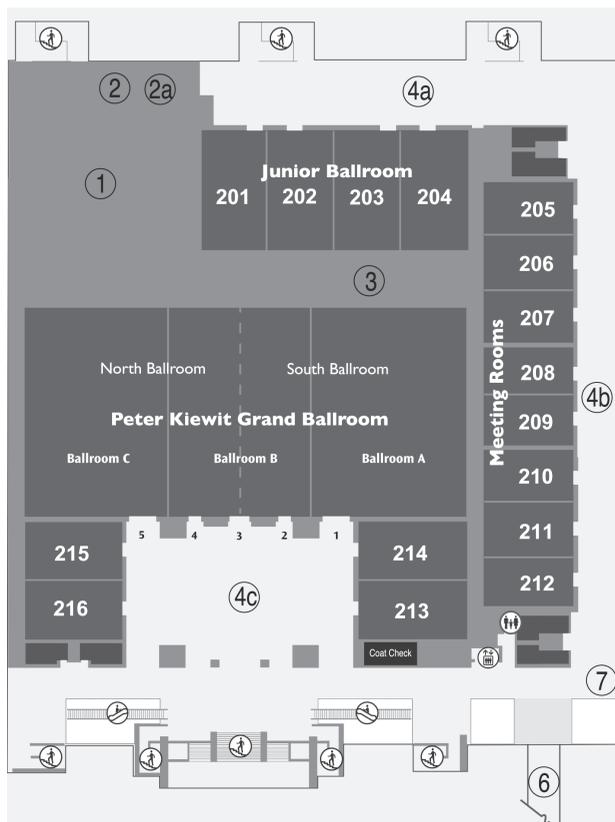
To find out more about Omaha you may visit <http://netasite.org/visitomaha>.

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 9:30 outside of the Grand Ballroom, directly after the General Session. **Tuition:** Nebraska Residence—\$200 per credit hour + applicable fees of \$81.35. Non-Residence—\$400 per credit hour + applicable fees of \$81.35.

We look forward to welcoming you to the CenturyLink Center Omaha! ❖

CenturyLink Center Omaha Meeting Room Map



◀ 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 level (not pictured here) encompasses over 194,00 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. ❖

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Spring Conference Highlights and Information



Pearls of Wisdom— Celebrating 30 Years!

April 19-21, 2017
CenturyLink Center Omaha

Pre-conference workshops

Pre-conference workshops will be held on Wednesday, April 19th at the Hilton Omaha. Check netasite.org for descriptions along with additional information about the workshops.

Invited Speakers

Keynote Speaker Thursday:

- Michelle Cordy—*Show up and Refuse to Leave*

Keynote Speaker Friday:

- Hadi Partovi—*Computer Science for All: America's Untapped Opportunity*

Featured Thursday:

- Holly Clark
- Michelle Cordy
- Erika J. Kluge (Sponsored by Assistive Technology Partnership/Education)
- Thomas C. Murray

Featured Friday:

- Shaelynn Farnsworth
- Greg Kulowiec
- Jennifer LaGarde (Sponsored by Nebraska School Librarians Association and NETA)
- Hadi Partovi (Sponsored by CSTA-Nebraska and NETA)



Online schedule by Sched

NETA is utilizing a personalized online conference schedule for our 2017 spring conference! Powered by Sched, attendee's will

have the ability to browse the full schedule, see the list of registered exhibitors, search by strand or topic, plan out a customized schedule and connect with other attendees and presenters! Visit <https://2017springnetaconference.sched.com> 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 sponsored by Nebraska Public Power District on Thursday from 12:00 p.m. to 4:30 p.m. (See STEM activity topics and details listed in the image below.)

For more information regarding the Spring Conference or NETA, visit <http://netasite.org>. Please join us April 19–21st! ❖

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Wendy
Loewenstein,
Omaha Virtual
School

Minecraft Education Edition: Don't Get Lost in the Pixels

By Wendy Loewenstein, Molly Blackburn, Mark Dowling, Devin Jamshidi,
Megan Rogers, and Tom Gamble, Omaha Virtual School

DID YOU KNOW that there are phases of the moon in Minecraft that rotate on an eight-day cycle? Teachers can leverage this knowledge to challenge students to apply their knowledge of the phases of the moon in the real world compared to their Minecraft world. Did you know that nearly every block in Minecraft is one meter cubed? Students can plan their Minecraft creations by determining the perimeter and area before or after they build. These simple applications of Minecraft in the classroom can open up doors to so much more when Minecraft: Education Edition is integrated into content-area instruction and assessment.

For most adults, Minecraft doesn't make sense. While some adults see the educational value in students building online (one parent equated it to playing with pixelated Legos), others may view it as yet another video game. However, Microsoft has found a way to leverage this 2.5-billion-dollar acquisition and created an even more engaged cohort of students and educators on the Minecraft Education Edition Community. As a Microsoft Innovative Educator Expert, and the newly named principal of Omaha Virtual School with Omaha Public Schools, it only seemed natural that we would leverage this powerful tool within our Office 365 environment.

No PD, just playing!

There was no formal professional development on Minecraft for teachers. They learned by doing.

Just like kids do. The teachers gathered in a room and started playing. They asked each other questions, found answers on YouTube or <https://education.minecraft.net/> and explored and brainstormed together. The parameters of their Minecraft use in the classroom was that it had to be tied to content area standards, with clear, measurable objectives in order to ensure that students were engaged in learning. When we did implement Minecraft with students in September, not one teacher would have admitted to being a master builder. As I walked through classrooms, it was powerful to see students helping teachers and empowering students to help each other. Their faces were beaming with pride that they were the experts.

Why Minecraft?

Minecraft incorporates students in ALL five C's of 21st Century Learning: collaboration, critical thinking, creativity, communication, and digital citizenship. Students can work in small groups in a Minecraft world, or the whole class can be in a world creating together. Planning, creating, problem solving in a Minecraft world while leveraging content-area standards is instant engagement. What we have learned as a school community is the importance of pre-teaching digital citizenship when working collaboratively. This is where communication comes in and oftentimes we hear, "Why are you in my world?" Which may be followed by a

"whoops" or a snicker. The biggest benefit of leveraging Microsoft's Minecraft Education edition is that it only allows students who are in your Office 365 tenant, who are on the same wireless network to join existing Minecraft worlds.

How do we use it?

Below are examples of how the teachers of Omaha Virtual School have infused Minecraft into content area lessons.

Lesson name: Building a Community

Grade level/Teacher:
KG-1st grade/Megan Rogers

Standard:
SS 0.1.2a Model citizenship skills (e.g., respect, courtesy, honesty, voting)

SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.

SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)

SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)

Brief lesson description:

After a discussion of what a community is and what it includes, students had the opportunity to brainstorm ideas of what could be

(Continued on the next page)

(Minecraft Education Edition, continued from previous page)



Images from the “Building a Community” lesson

included in our class Minecraft community. The teacher and students also discussed citizenship skills to use while in Minecraft as a class; such as respecting others creativity and being helpful to one another (this was how we integrated digital citizenship). Students then created a community within their classes’ Minecraft biome. Depending on students’ skills and experiences, some students worked together to build homes, libraries, schools, stores, etc., while others worked alone building areas for animals or a home for themselves. Community gardens and green spaces were also included. It was fun to watch our pumpkin seeds grow in the fall!

Minecraft student assessment: Students used the camera and portfolio option in Minecraft to record a timeline of the area they built for the community. Students used signs to let others know what they were working on and how it related to our community discussion. This tied in writing and keyboarding skills.

Questions? Find me on Twitter, @mmrogers0109

Lesson Name: Graphing in Minecraft

Grade level/Teacher:
2nd–3rd Grade/Mark Dowling

Content area:
Mathematics Standard:

MA 2.4.1 Display and Analysis: Students will organize, display, compare, and interpret data. MA 3.4.1.a Represent data using horizontal and vertical bar graphs

MA 3.4.1 .c Interpret data using horizontal and vertical bar graphs

Brief lesson description: After being introduced to bar graphs and understanding how to interpret them, students were given data in the form of a variety of fenced animals in Minecraft.



Images from the “Graphing in Minecraft” lesson

Working in groups of two or three, teams constructed a bar graph representing those animals.

Minecraft student assessment: Using materials of their choice in Minecraft, students created the graph and included the four parts: title, labels, scale and bars. They created signs representing the labels, scale and title. Once the graph was complete, they constructed another sign and created a list of questions about their graph that the other groups answered.

Questions? Find me on Twitter, @markdowl

Lesson name: Economics— Making a Minecraft Business

Grade level/Teacher:
4th–5th grade/Devin Jamshidi

Content area:
Social Studies Standard:

SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.

SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service

Brief lesson description: During the economics unit, students learned how to start
(Continued on the next page)

(Minecraft Education Edition, continued from previous page)



Image from the “Economics—Making a Minecraft Business” lesson

a business based on consumer wants/needs. Students applied what they learned by creating a business within Minecraft.

Students were required to incorporate advertising, staff members, customer experiences, and the creation of a supply of their good or service. Students then did a presentation of their business to the class, showing the customer experience as they walked through their business.

Minecraft student assessment: Students had a rubric of items that needed to be present in their businesses. Additionally, students had to explain why their business could be successful and what they did to differentiate themselves from competition. The writing component of this lesson included writing a persuasive paragraph to a bank in order to procure a loan.

Questions? Find me on Twitter, @DevinJamshidi

Lesson name: Energy Flow in Ecosystems

Grade level/Teacher:
6th–8th Grade/Tom Gamble

Content area: Life Science

Standards:
8.3.3.a Diagram and explain the flow of energy through a simple food web

8.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem

Brief lesson description: After learning what food chains and food webs were, students discussed the roles of consumers, producers, and decomposers within those chains and webs. Students used Minecraft to visually model these connections between organisms and see the

connectivity within an ecosystem. Signs and blackboards were used in the program to explain the connections of the organisms to one another.

Minecraft student assessment: Using the blocks and organisms found in Minecraft, students created their own food chains and food webs showing the connections within the ecosystem. Some created cages, some created pens, and others a three-dimensional model with lines of connectivity between organisms.

Questions? Find me on Twitter, @gambletg

How do you get Minecraft Education Edition?

Minecraft: Education Edition is available to purchase for \$5.00 per user, per year, or through district-wide licensing model. They also offer a free trial with a limited number of logins—25 for teachers and 10 for students—before a paid license will be required to continue playing. More information found: <https://education.minecraft.net/how-it-works/tech-specs> ❖



From the “Energy Flow in Ecosystems” lesson

38TH NATIONAL
FETC FUTURE of
EDUCATION
TECHNOLOGY
 Conference

Reporting in from the Future of Ed Tech Conference

By Lucas Bingham, Jackie Ediger, Ann Feldmann and Lynne Herr

SEVERAL BOARD MEMBERS, including Lucas Bingham, Jackie Ediger, Ann Feldmann and Lynne Herr, represented NETA at the Future of Educational Technology Conference (FETC) in January this year in Orlando, Florida. FETC describes itself as “the nation’s largest, independent education technology event focused on leveraging technology to drive PreK-12 learning success,” and it offered approximately 160 workshops and 400 breakout sessions over four days. One reason board members attend FETC is to search out featured and keynote presenters for future NETA conferences, and we appreciated the opportunity to hear many new presenters in one venue.



Shaelynn Farnsworth (*pictured above*) spoke on “Owning Your Own Professional Development” and using “OER to Support the ELA Classroom.” We’re happy that Shaelynn will be featured at the spring 2017 NETA conference.



Breakout EDU Participants

Board members also lead several sessions at FETC. Jackie Ediger led “The Fantastic 5: Awesome Add-ons for Student Feedback,” an hour-long breakout session, and Lynne Herr led two workshops: “Augmented Reality Apps and Google Cardboard in the Classroom,” and “Break Out of Your Box and Break into Breakout EDU.” Ann Feldmann co-lead two workshops on iBooks Author.

In an effort to bring highly qualified, dynamic technical workshops to the state, the team also met with Peter Henrie, the CEO of Amplified IT to discuss options for GSuite domain training for school tech support staff, and we are excited at the options that are in the works! Many times the people you meet at conferences with such wide

audiences like FETC make the whole trip worth it!

As we continually work to insure that the NETA conference brings you great presenters and sessions packed with content that is instructionally sound and in line with national

trends, the team also studies the conference program and format whenever we attend outside events.

FETC puts a large focus on workshops that require additional payment for 2.5-hour sessions to allow more in-depth instruction on focused topics, while also offering about 20+ hour-long breakout sessions during each time slot. Trending topics included coding, STEM, blended and hybrid learning tools and vendor-focused sessions. Another highlight at this event is taking the time to explore new tools and solutions featured by the approximately 350 vendors in the cavernous exhibit hall (pictured below), some of which you will see at this year’s NETA conference in April. ❖



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#Gottigher

The Winners!

Complete Judging Results of NETA Student and Teacher Contests

Grades PK-2 Still Images

1st—Delaney Plate, *Habitats*, Sponsor: Donna Young, Centura Elementary School

2nd—Max Lanik, *Ice Day*, Sponsor: Stephanie Lanik, Thayer Central Community Schools

3rd—Leighton Weaver, *It's Space*, Sponsor: Lisa Hermann, Centura Elementary School

Grades PK-2 Video

1st—Brogan Trumler, *The Life of Martin Luther King, Jr.*, Sponsor: Donna Young, Centura Elementary School

2nd—Luke Johnson, *Animals*, Sponsor: Lisa Hermann, Centura Elementary School

3rd—Ayden Kuebler, *A Tiger Tells All*, Sponsor: Deanna Hirschman, C. Ray Gates Elementary

Grades 3-5 Interactive Media

1st—Bayler Truax, Rebecca Smoots, Drew Grego, Alex Mashek, *Happy 150th Birthday Nebraska*, Sponsor: Monica Evon, Bellevue Elementary

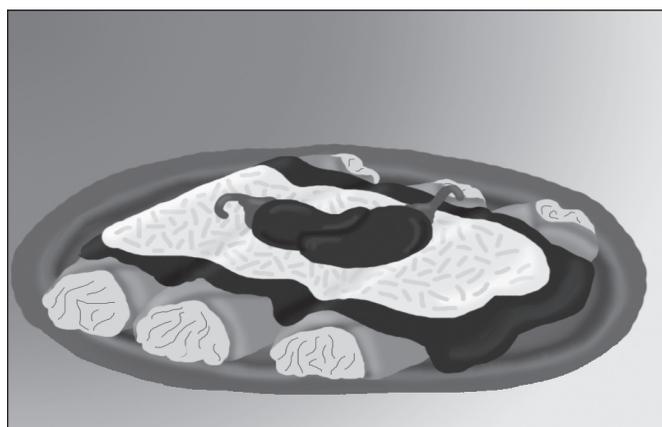


▲ Grades PK-2 Still Images

1st Place—by Delaney Plate, Centura Elementary School

▼ Grades 6-8 Still Images

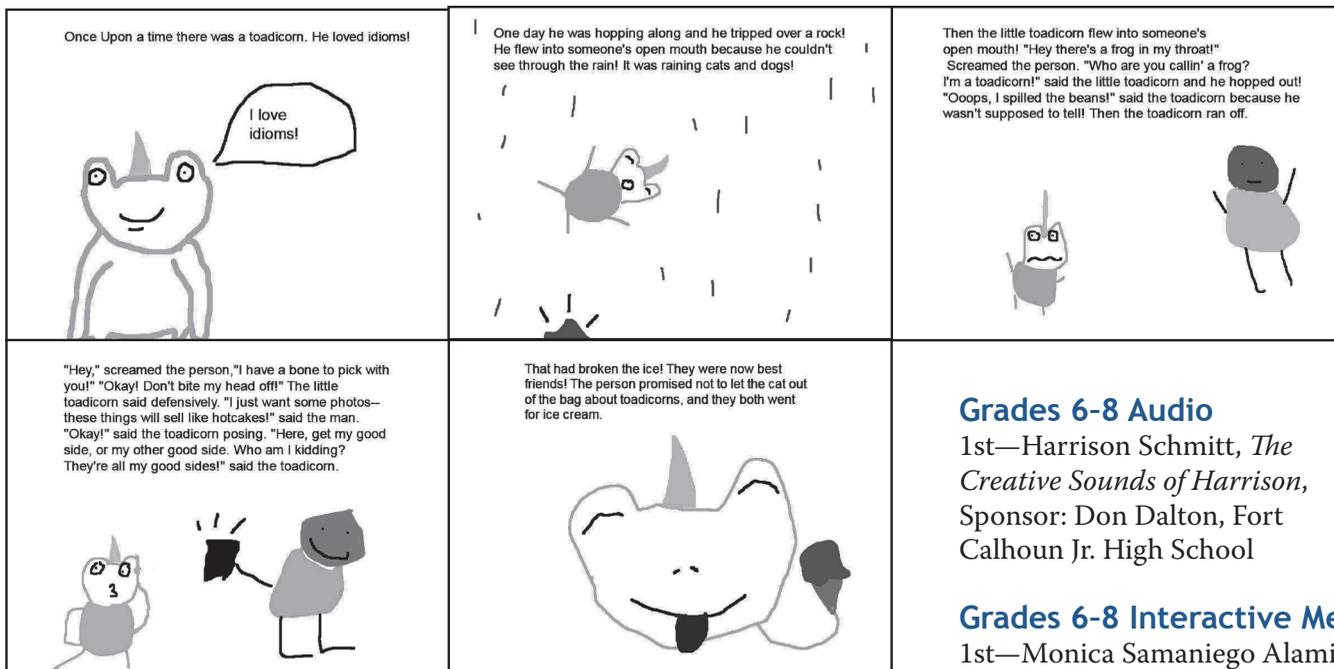
1st Place—by Ana Sanchez-Martinez, Ralston Middle School



Grades 9-12 Still Images ▶

1st Place—by Cambrie Cottam, Thayer Central High School





▲ Grades 3-5 Still Images

1st Place—by Avery Rogers, Stolley Park Elementary

(Grades 3-5 Interactive Media, continued)

2nd—Jarethzy Martin, *Student Website ePortfolio*, Sponsor: Jason Weseman, Howard Elementary School

3rd—Class Project, Richard Anderson, Jimmy Barrientes, Talon Biberos, Elizabeth Branch, Jazlyn Favela, Alexis Gonzalez Fuentes, Carlie Hurd, Amina Ismail, Haden Johnson, Louis Kuku, Karol Mejia Aquilera, Chloe Meyer-Lopez, Juan Palma, Thatcher Panowicz, Hector Romero Zamarripa, Monique Sanchez, Alicia Williams, Jr *Park Ranger*, Sponsor: Nancy Sorensen, Dodge Elementary School

Grades 3-5 Still Images

1st—Avery Rogers, *The Toadicorn*, Sponsor: Tyler Lucas, Stolley Park Elementary

2nd—Lluvia Fierro, *History Info Graphic*, Sponsor: Jason Weseman, Howard Elementary

3rd—Aspen Hemmerling, *Volcanoes are Cool—Infographic*, Sponsor: Tracy Sheppard, Campbell Elementary School

Grades 3-5 Video

1st—Class Project, Lina Foss, Abby Schmidt, Marlit Hurtado-Garcia, Alexz Fisher Teko, Kay Eller, Alex Althof, Angel Hoang, *Our Government*, Katie Herbert, Leonard Lawrence Elementary

2nd—Class Project, Avery Wells, McKenna Knapp, Linnea Larson, Adrien Thompson, Blaine Welch, Trevor Callahan, *Dominos of the Revolutionary War*, Sponsor: Abby Fitzgerald, Bennington Elementary School

3rd—Class Project, Mariah Cobler, Brylee O'Neill, Alex Portillo, Hamilton Sazo Bolanos, Andrew Wyatt, *Trial by Fire*, Sponsor: Valerie Chmelka, Dodge Elementary

Grades 6-8 Audio

1st—Harrison Schmitt, *The Creative Sounds of Harrison*, Sponsor: Don Dalton, Fort Calhoun Jr. High School

Grades 6-8 Interactive Media

1st—Monica Samaniego Alamilla, *Cyber Bullying*, Sponsor: Kelley Ward, RJ Barr Middle School

2nd—Macie Middleton, *Solar System QR Code Scavenger Hunt*, Sponsor: Chad Ackerson, Westridge Middle School

Grades 6-8 Still Images

1st—Ana Sanchez-Martinez, *Enchiladas*, Sponsor: Abby Schukei, Ralston Middle School

2nd—Jude Kroeze, *Avatar*, Sponsor: Lisa Admire, Irving Middle School

3rd—Mya Eriksen, *Friends Forever*, Sponsor: Randa Felske, Cedar Hollow/Northwest Public School

Grades 6-8 Video

1st—Sam Shaw & Willa Rauch, *Local Band Makes It Big*, Sponsor: Grant Torpin, Alice Buffett Magnet Middle School

2nd—Scott Gillespie, *Cars*, Sponsor: Kristeen Shabram, Westside Middle School

3rd—Sydney Fisher, Trinity Brewer, *You are YOU*, Sponsor: Randa Felske, Cedar Hollow/Northwest Public Schools

(Continued on the next page)

(Contest winners, continued)

Grades 9-12 Interactive Media

1st—Kyra Creamer, *Sea the Moon*,
Sponsor: Kyleigh Lewis, Dorchester
Public Schools

Grades 9-12 Still Images

1st—Cambrie Cottam, *Black Cat*,
Sponsor: Steph Lanik, Thayer
Central High School

2nd—Cassie Pokorney, *Lion*,
Sponsor: Colleen Childers, Grand
Island Northwest

3rd—Ciera Pieters, *Viking Storm*,
Sponsor: Natalie Runyon, Omaha
North High Magnet School

Grades 9-12 Video

1st—Ciera Pieters, Michaela
Tonack, Kendyl Parks, *To Write
Love On Her Arms*, Sponsor:
Natalie Runyon, Omaha North
High Magnet School

2nd—Olivia J. Bartek, *Cooking with
Crafts (Perky commercial)*, Sponsor:
Rich Carlson, Omaha North High
Magnet School

3rd—Ciera Pieters, Michaela
Tonack, *To Omaha*, Sponsor:
Natalie Runyon, Omaha North
High Magnet School

Pre-Service Teacher Interactive Media

1st—Jessica Luebbe, *WebQuest:
Science Inquiry (The Gummy
Bear Experiment)*, Sponsor: Peter
Landrey, Concordia University, NE

2nd—Allison Wiebe, *Black Hole
WebQuest*, Sponsor: Peter Landrey,
Concordia University, NE

3rd—Megan Ruppert, *Poetry
WebQuest*, Sponsor: Peter Landrey,
Concordia University, NE

(See more winners on page 22)

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 **Cameron Hudson**, Principal at High Plains Community School.



Cameron Hudson has served as the principal for grades 4–5 and 9–12 at High Plains Community Schools since 2007. As part of his application, Cameron notes, “I am not afraid to fail—and that has led to positive programs and curriculum developments being implemented in our school. I love to reinforce the growth and development of our technology decisions, showcase them to others, and respect the feedback of our graduates as we enter them into a technology driven world.” Two innovative programs that Cameron cites as examples of his district leadership involve school-community partnerships.

Through his leadership, High Plains has established a partnership with a metal fabrication business in the community to teach and educate their students who are working with the school's CAD software and plasma manufacturing program. The advancement of High Plains students is multiplied and enhanced because the bar of mastery is raised by having professionals critique their skills and finished product.

High Plains students also work with senior citizens in the community and teach them computer skills through a partnership that was developed with the Polk Community Senior Center. This program enhances the skills of students because it forces them to teach skills that they have learned themselves.

Cameron also understands the importance of building relationships with his staff and students. Aaron Rohde, one of Cameron's fifth grade teachers, says, “Cameron strives to build positive relationships with my students, and he collaborates with me for the inclusion of technology and tools in my classroom.”

Cameron's philosophy about technology planning and purchasing gives a great glimpse into his leadership style. “We do not just purchase technology because it is cool—my role is to work to ensure that it is something that is beneficial to our students and will have a positive impact on their education. I find it an exciting time to be an educator because of the awesome opportunities available to teachers and students and that drives me!” ❖



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 **Derek Babb** from Omaha North Magnet High School.



Code.org's Chief Academic Officer, Pat Yongpradit, praises Derek's work to expand opportunities for students to learn

coding. "Derek is not just an excellent computer science teacher, but an avid computer science advocate beyond the classroom. In addition to representing the Nebraska Department of Education on the K-12 Computer Science Framework, Derek has been involved in writing computer science standards for the state of Nebraska as well as local school districts. He is also a founding member and president of the Omaha Computer Science Teachers Association chapter. His activities in promoting females and underrepresented minorities in computer science have earned him the NCWIT Educator of the Year award for Nebraska and Southwest Iowa."

Derek Babb has taught computer science courses at Omaha North Magnet School since 2014, including dual credit courses with the University of Nebraska - Omaha; Computer Science Principles Advanced Placement (AP) and Introduction to Cyber Security. He also teaches Introduction to Engineering Design, Engineering Design & Development Senior

Capstone and Computer Science PC Maintenance & Repair A+ Certification Prep Course.

John Vinchattle, Curriculum Specialist and Magnet Facilitator at Omaha North Magnet School says, "Throughout his time here, Mr. Babb has offered nothing short of excellence in the services he provides to students in his classroom. He is a skillful, conscientious, dedicated teacher who thoroughly understands how children learn. He has a wealth of experience from working with students from a variety of cultural backgrounds."

"We are using the technology to make programs, games, mobile apps, and other computer-driven projects," explains Derek. "Students identify problems and through a series of iterative steps develop a solution using technology and computer science." He has also facilitated a student project tied to the "Keep Kids Alive, Drive 25" campaign. Students are making a mobile app to create awareness of safety issues related to driving. Users can flag when they see unsafe driving like texting, rolling through a stop sign, or speeding. By capturing the GPS and time of the incident, we are able to create a user-generated heat map of unsafe locations.

In another project, a group of students is creating an app that will allow organizations to upload media (images, video, or audio) that will be accessible from a given location. This can be used to provide historic walking tours in the case of one of our partners, Omaha Restoration Exchange. A user of the app can go on one of their walking tours of Historic North 24th street and get images of buildings as they were, audio about historic events, and video of historians.

Dr. Neil Grandgenette, Chair of STEM Education and Professor of Mathematics Education at the University of Nebraska - Omaha, commends Derek's skill as both a teacher and leader. "He has been a key UNO collaborator related to educational technology and computer science. Mr. Babb's instructional, administrative and organizational abilities are indeed exceptional, and he is an engaging, energetic, and uplifting leader... He is an engaging and creative educator, and is excellent at explaining difficult concepts to students. Babb is also an excellent mentor to colleagues for educational technology and his pleasant and enthusiastic personality combine to be characteristics of an exceptional "can-do" professional educator."

Derek appreciates NETA's work to allow teachers to share the great work happening in their classrooms. "I think that the mission of NETA is to bring those experiences to light and to show how students can be empowered as creators, makers, and idea generators." ❖





Tom Rolfes,
NETA
Executive
Liaison

Introduction

K–12 education and postsecondary education resources are becoming increasingly digital and more and more web-based. Learning management systems, student information systems, and content management systems all require students, parents, teachers, and administrators to have constant and convenient access to the Internet at ample speeds to download, upload, view, and interact with content, learning activities, grades, formative assessments, and records. Never before in the history of education has it been more necessary for all students to have 24/7 access using an Internet-connected computer or tablet with viewable screen and keyboard.

Equity of Access

Since the advent of the Internet and use of the computer for learning activities, there has always been a digital divide. Originally, it was the discrepancy between no access and dial-up access. It evolved into the gap between dial-up access and always on (cable modem/DSL) access. Today, it is regarded as the chasm between no access and gigabit access. Unfortunately, while the fast have become faster, many of the no access households have remained with no access or grossly underserved access. So, the division between the “haves” and the “have nots” is only growing wider.

Causal Factors

There are many factors or impediments that may contribute to the

An Essay about Digital Inclusion and Equity of Access

lack of adoption of broadband access in households with students: Comparatively high monthly cost, multi-year contract requirements, geographically inaccessible locations, customer mobility, personal choice, lack of computer, fear of inappropriate content, and others. Research is showing that cell phone and mobile access is actually contributing to a modest decline in home wired broadband services.

Broadband Adoption Data

Census data from 2013 revealed that 25 million households (21%) have no regular Internet access at all, either at home or elsewhere. Overall, 84% of U.S. households own a computer, and 73% of U.S. households have a computer with a broadband connection to the internet, the bureau reported. The Pew Research Center found that 70% of Americans have broadband access. Among households with incomes below \$20,000, most do not have an internet subscription for a computer, cell phone or other device, though they may have free access at a local library or elsewhere. Among households with incomes of \$20,000 and higher, most households have their own broadband subscriptions.

The Nebraska Rural Poll found that 82% of Nebraskans subscribe to a high-speed Internet service at home, other than a cellular data plan. Nine percent (9%) of Nebraskans have no Internet access. Therefore, it may be considered important for school administrators to know which students have, and do not have, Internet at home.

Suggestions

SUGGESTION 1:

Public and private schools that rely heavily on digital curriculum resources, and who expect students to connect to the Internet in order to complete homework assignments, should take steps to assess which students have sufficient wired Internet speeds at home.

SUGGESTION 2:

Public and private schools should take steps to assist student households that have inadequate Internet access to achieve equity of access.

Possible Interventions to Achieve Equity of Access

Public Wi-Fi Centers—One interim strategy to achieving more accessible Internet for economically challenged students is to open up free Internet access points at public or private community locations such as school buildings, public libraries, municipal recreation centers, churches, cultural centers, restaurants and coffee shops.

Check-out of Portable Wi-Fi

Hotspots—Growing in popularity is a cellular-based appliance or antenna known as a hotspot that can be borrowed or purchased and permits one or more laptops or tablets to connect to the Internet using a cellular service or data plan. Increasingly, schools and libraries have begun pilot programs making these devices available for check out via their student library credentials. Most cellular smartphones can double as Wi-Fi hotspots. Portable Wi-Fi hotspots work best in areas that have strong cellular signals.

(Continued on the next page)

(Equity of Access, continued)

Entry Level Internet Service—Most Internet Service Providers offer an option for an entry level subscription Internet service known by such terms as Basic, Standard or DSL Lite. With lower bandwidth and a lower monthly cost, it may provide a suitable alternative for households where only one or two computers or smartphones are connected at one time. However, like the higher bandwidth plans, providers will prefer (usually not require) that the customer sign a contract for at least 12–24 months, and also provide access to a checking, savings, or credit card account for automatic withdrawal every month. These last two items (i.e. lengthy contracts and automatic withdrawal) often inhibit participation from mobile families.

Satellite Internet Service—Satellite Internet service is available almost everywhere in the continental United States. With plans ranging from \$40 to \$60 per month, typical transmission speeds are up to 1Mbps upload, and up to 15Mbps download, with a .25-.5 second delay (latency). With most plans, there is a monthly data allowance of 5GB to 10GB, and then once the data allowance is reached, the transmission speed is reduced. Subscribers must have a VSAT (Very Small Aperture Terminal or satellite dish) un-obstructively aimed at a geostationary satellite in the southern sky and a satellite modem in order to receive the service. Satellite Internet may not be appropriate for time-sensitive applications such as online gaming and videoconferencing.

Educational Broadband Service (EBS)—EBS, formerly known as the Instructional Television Fixed Service (ITFS), is an educational service that has generally been used for the transmission of instructional material to accredited educational

institutions and non-educational institutions such as hospitals, nursing homes, training centers, and rehabilitation centers using high-powered systems. The FCC's recent revamping of the EBS spectrum will now make it possible for EBS licensees to continue their instructional services utilizing low-power broadband systems while also providing students with high-speed internet access with a radius of up to 35 miles. Nebraska education entities had 32 active EBS licenses at the time of this writing. (FCC 47 C.F.R., Part 27)

TV White Space (TVWS)

Internet—The use of TV White Space channels, portions of licensed UHF radio spectrum that licensees do not use, provides an opportunity to deliver ubiquitous broadband services. UHF radio frequencies are non-line-of sight (NLOS) and are able to penetrate trees and buildings. By positioning a base station and tower connected to a source of Internet, multiple channels are able to transmit Internet access omnidirectionally with a radius of up to six or more miles. Each customer premise interacting with the base station must also have a UHF antenna, customer converter, and Wi-Fi router.

In Closing

Administrators should not automatically assume that all PreK–12 students have adequate access to the Internet at home. They should be mindful that the lack of Internet at home can be embarrassing for some students, particularly if due to economic reasons, so reliable Internet access data may be difficult to obtain. Nonetheless, helping create an environment of equitable Internet access is critically important so that no student is unintentionally disadvantaged when it comes to accessing digital resources outside of the school day.

Resources

2014 Digital Divide Index, 2016, as retrieved from <http://ici.msucare.com/sites/ici.msucare.com/files/2014addi.pdf>, 9/30/2016

Education Commission of the States—Education Trends regarding Municipal Broadband, 2016, as retrieved from http://www.ecs.org/ec-content/uploads/Inhibiting-Connection_State-policy-impacting-expansion-of-municipal-broadband-networks.pdf, 9/14/2016.

Nebraska Broadband Map: <https://broadbandmap.nebraska.gov/>

Nebraska Rural Poll—Broadband and Mobile Internet Services in Nonmetropolitan Nebraska, 2016, as retrieved from <http://ruralpoll.unl.edu/pdf/16broadband.pdf>, 9/19/2016.

NTIA—Digital Nation Data Explorer, as retrieved from <https://ntia.doc.gov/data/digital-nation-data-explorer#sel=internetUser&disp=map>, 11/7/2016

Pew Research Center-Home Broadband Survey, 2015, as retrieved from <http://www.pewinternet.org/2015/12/21/home-broadband-2015/>, 9/14/2016.

U.S. Census Bureau Computer and Internet Use in the United States, 2013, as retrieved from <http://www.census.gov/content/dam/Census/library/publications/2014/acs/acs-28.pdf>, 9/14/2016.

Tom Rolfes is the Executive Liaison for NETA and the Education I.T. Manager for the Nebraska Information Technology Commission (NITC). He can be reached at tom.rolfes@nebraska.gov, or 402-471-7969. ♦

(Winners, continued from page 18)

ISTE Trek Winners

Lisa Bohaty, Campbell Elementary—LPS, *Fresh Princess of ISTE—Lisa Bohaty* (\$1,800)

Lori Coffin, Grant Elementary/ Norfolk Public Schools, *Mrs. Coffin’s Golden Ticket To ISTE* (\$1,800)

Kyleigh Lewis, Dorchester High School, *#DestinationISTE* (\$1,800)

Jenna Reeh, Elkhorn Valley View Middle School, *Collaborating and Innovating—ISTE 2017* (\$1,800)

Joy Utecht, Doniphan-Trumbull Public Schools, *A.S.P.C.A. (All Students Prefer Computer Activities)* (\$1,800)

Spring NETA Conference Scholarship Winners

Shelley Sheets, Ralston Middle School—Ralston Public Schools, *Utilizing Technology to Publish Student Writing That Actually Matters*

Rebecca Topp, Norfolk Public Schools, *Send Me Now, Let Me Learn*

Classroom Grant Awards

Bob Bednar, Pleasanton Public Schools, *Virtual Field Trips and Beyond* (\$1,500)

Stacy Hennerberg and Terry Arnold, Diller-Odell, *The Swivel Grant* (\$1,500)

Crystal Bolamperti, Westside Middle School, *Robot Exploration and Construction using Ozobot 2.0 Bits* (\$1,475)

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. ❖

(Technology Dangers, continued from page 3)

Rather, we should ask questions like these...

- Is this technology helping our students learn how to work together as a team?
- Is this technology helping our students learn how to organize and make connections between disparate facts as they struggle to make sense of them?
- Is this technology helping students model their world so that they can predict the way their surroundings will behave in the future?
- Is this technology helping students make mistakes faster so that they can more quickly arrive at creative products well designed to address people’s needs?

It is easy to look back and make fun of the technology “experts” that have come and gone before us. We should probably keep in mind that someday there will be others looking back in time at how we reacted to the ever-changing stream of technology, and if we leveraged it appropriately to stretch the capabilities of our student’s brains.

Interesting Links:

- The first critique of writing. <http://bit.ly/1ixTjz>
- “Such readers welcomed the phonograph as a means of relieving the disproportionate burden borne by the eyes. The strain placed on them by reading books was commonly held to be responsible for deteriorating eyesight.” (From The Untold Story of the Talking Book: <https://goo.gl/SrmTZA>)
- Too Much Reading: <https://goo.gl/UuJGcm> ❖

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April 2017

CoSN's School Networking Conference

April 3–6, 2017
Chicago, IL
www.cosn.org/events/

NETA Spring Conference *Pearls of Wisdom— Celebrating NETA's 30th Anniversary*

April 19–21, 2017
CenturyLink Center Omaha
Omaha, NE
netasite.org



United States Distance Learning Association (USDLA) *30 Years of Driving Excellence in Distance Learning*

April 30–May 3, 2017
Indianapolis, IN
<http://www.usdla.org>

June 2017

Nebraska Career Education Conference (NCE)

June 5–7, 2017
Younes Conference Center
Kearney, NE
nceconference.com

ISTE Conference *Technology Charged Learning Starts Here*

June 25–28, 2017
San Antonio, TX
www.iste.org



July 2017

CSTA Annual Conference

July 8–11, 2017
Baltimore, MD
www.csteachers.org

Great Plains Summit *featuring Google*

July 13–14, 2017
Southwest High School
Lincoln, NE
gpsummit.org



October 2017

iNACOL (International Assoc. for K-12 Online Learning)

October 23–25, 2017
Orlando, FL
www.inacol.org

November 2017

Nebraska Fall Ed Tech Conference

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

January 2018

Future of Educational Technology Conference (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.tceaconvention.org

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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 _____

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If you attended the Spring Conference in April 2016, 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