



Alignment of CyberSmart! Online Workshops to ISTE National Educational Technology Standards • Teachers ©2008

ISTE NETS for Teachers	CyberSmart! Online Workshops
<p><b>1. Facilitate and Inspire Student Learning and Creativity</b>            Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:</p>	
<p>a. promote, support, and model creative and innovative thinking and inventiveness.</p>	<p><b>Twenty-first Century Challenges Workshop:</b> In the Week 4, assignment A, educators use CyberSmart! Student Curriculum lessons to promote and model creative thinking about learning in the 21<sup>st</sup> century; in final assignment C, participants write blog entries to communicate to students, parents, or colleagues about 21<sup>st</sup> century skills such as creative and innovative thinking.</p> <p><b>Authentic Learning and Creativity Workshop:</b> In a Week 1 online forum, participants discuss issues facing educators related to the need to support creative and innovative thinking in a digital world; in the final assignment educators submit a plan for integrating creative and innovative thinking in the context of solving authentic problems around the world.</p> <p><b>Research and Information Fluency Workshop:</b> In Week, 4 assignment C, educators write a blog promoting students' effective use of Internet resources to support creative and innovative thinking.</p>
<p>b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</p>	<p><b>Twenty-first Century Challenges Workshop:</b> In Week 2, educators interview students, exploring how students feel about learning in school <i>versus</i> how they learn on their own.</p> <p><b>Authentic Learning and Creativity Workshop:</b> Participants learn about the uses of digital communication and collaboration tools to engage students in exploring issues and problems that are complex and meaningful.</p>



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<p>c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.</p>	<p><b>All Workshops:</b> Every workshop includes 21<sup>st</sup> Century Tool Tips that discuss the classroom applications of digital collaborative tools such as online polls, surveys, blogs, and discussion forums. All workshops take place within the Moodle open source learning community platform where educators use the same tools they are expected to use in the classroom to reflect on their professional learning.</p>
<p>d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.</p>	<p><b>All Workshops:</b> Weekly tasks are structured to encourage collaborative problem solving and reflection around workshop content. CyberSmart!'s social constructivist design encourages participants to synthesize the knowledge, insights, and understandings of the entire group and consider ways to apply this learning to their specific roles as educators. This collaborative learning takes place within each workshop's virtual learning community Web site, with the option of using the face-to-face session materials provided for pre-, mid-, and post- workshop sessions.</p>



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<p><b>2. Design and Develop Digital-Age Learning Experiences and Assessments</b></p> <p>Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:</p>	
<p>a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>	<p><b>All Workshops:</b> In Week 4, assignment A, educators develop a plan for using a CyberSmart! Student Curriculum lesson to support student learning in the workshop content area.</p> <p><b>Twenty-first Century Challenges Workshop:</b> In Week 4, assignment B, educators develop and submit a plan for integrating something they have learned about the needs and learning styles of 21<sup>st</sup> century students into their own curriculum or school.</p> <p><b>Authentic Learning and Creativity Workshop:</b> In the Week 4 final assignment, educators develop and submit a plan for integrating digital tools to engage students in exploring real-world issues and solving authentic problems across cultures and around the world.</p> <p><b>Safety and Security Online Workshop / Manners, Cyberbullying, and Ethics Workshop / Research and Information Fluency Workshop:</b> In Week 4, assignment B, educators develop and submit a plan for integrating learning about the use of digital tools into their curriculum to support student learning.</p>
<p>b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</p>	<p><b>All Workshops:</b> One of the goals of all CyberSmart! Online Workshops is to familiarize educators with online learning environments and the digital tools available in them for meeting their professional development goals, including carrying out online inquiry-based research and assessing their own progress with online reflection postings.</p>
<p>c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.</p>	<p><b>Twenty-first Century Challenges Workshop:</b> In Week 3, participants investigate and discuss what experts have to say about how 21st century tools can be used for differentiated instruction.</p>



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<p>d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</p>	<p><b>All Workshops:</b> In Week 4, assignment C, educators are provided with an assessment rubric to inform teaching about the use of blogs to support student learning. In all Weeks, educators are provided with an assessment rubric to inform teaching about the use of forums to support student collaborative learning.</p>
<p><b>3. Model Digital-Age Work and Learning</b> Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:</p>	
<p>a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.</p>	<p><b>All Workshops:</b> Over a continuous four-week workshop, educators interact several times a week within a research-based professional learning community by participating in authentic hands-on tasks structured and connected to their actual professional environment, requiring inquiry, reflection, and experimentation with 21st century skills – all while developing fluency in using digital tools, including online discussion forums, Web databases, blogs, online polls and surveys, multimedia, tutorials, and more. Participants also learn to function within the open-source Moodle course management system, which is available for use in schools for sustainable professional development.</p>
<p>b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</p>	<p><b>All Workshops:</b> Over the course of the four-week workshop, participants collaborate in a professional learning community with 20-25 peers in weekly tasks structured to encourage collaborative problem-solving and reflection around workshop content using several digital tools within the Workshop Web site, including online polls, surveys, discussion forums, databases, and multimedia.</p>
<p>c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</p>	<p><b>All Workshops:</b> In Week 4, educators have the option to create a sample blog entry to communicate with students, parents, or the community on a topic related to use of the Internet for student learning.</p>



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<p>d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</p>	<p><b>Research and Information Fluency Workshop:</b> In Week 2, educators try out several Web search strategies and learn about the “Invisible” Web (resources, such as subscription databases, that may not appear in search engine results). In Week 3, educators practice using a Web resource evaluation tool that they can use with their students.</p>
<p><b>4. Promote and Model Digital Citizenship and Responsibility</b> Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:</p>	
<p>a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.</p>	<p><b>Safety and Security Online Workshop:</b> To prepare them to address these issues with their students, educators use CyberSmart!’s inquiry-based database of experts to research and discuss safety and security topics such as online predators, inappropriate content, identity theft, social networking, hate sites, secure passwords, and viruses.</p> <p><b>Manners, Cyberbullying, and Ethics Workshop:</b> In week 2, educators role-play a cyberbullying situation and explore solutions and prevention related to character education, acceptable use policies, and legal options.</p>
<p>b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.</p>	<p><b>Twenty-first Century Challenges Workshop:</b> In week 2, educators discuss the learning styles of students who are immersed in the use of digital tools. In Week 3, they explore the CyberSmart! Knowledgebase of experts speaking about differentiated learning and digital equity.</p>
<p>c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.</p>	<p><b>Manners, Cyberbullying, and Ethics Workshop:</b> In Week 1, educators explore how technology affects students’ ethical behavior. In Week 2, they propose solutions and preventions related to a cyberbullying situation. In Week 3, they explore plagiarism and copyright law. In Week 4, they teach a lesson, develop curriculum, or create a blog related to online manners and ethics.</p>



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<p>d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.</p>	<p><b>Authentic Learning and Creativity Workshop:</b> Educators learn how to use digital tools to engage students in exploring real-world issues and solving authentic problems across cultures and around the world. As an example, participants will investigate connecting the CyberSmart! Africa’s Digital Storytelling Initiative and/or an ePals Project to their own curriculum or school.</p>
<p><b>5. Engage in Professional Growth and Leadership</b>            Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:</p>	
<p>a. participate in local and global learning communities to explore creative applications of technology to improve student learning.</p>	<p><b>All Workshops:</b> CyberSmart! Online Workshops function as professional learning communities with the purpose of fostering 21<sup>st</sup> century skills to increase student engagement and prepare students to achieve in today’s digital society.</p>
<p>b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.</p>	<p><b>All Workshops:</b> Utilizing a social constructivist learning model, educators make decisions about integrating technology into their curricula, while engaging in developing their own and others’ technology skills and communicating about related issues to students, parents, and others members of the school community.</p>
<p>c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.</p>	<p><b>All Workshops:</b> In Week 2 or Week 3 participants search the CyberSmart! Knowledgebase of expert speakers describing the latest research or professional practice related to the workshop topics and reflect on the implications of this research and professional application for teaching and schools.</p>
<p>d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.</p>	<p><b>All Workshops:</b> Because CyberSmart! Online Workshops have educators from the same school or district participate together, the application of new knowledge and skills are immediate and benefit the entire school.</p>