

**The University of Maryland, College Park  
College of Education**

**How this course addresses  
the MSDE Teacher Technology Standards (MTTS)  
and ISTE/NETS\*T Foundations for All Teachers  
and INTASC Principles  
and UMCP COE Conceptual Framework  
and NCATE Conceptual Framework**

**Course Title: EDUC 473/698T**

**Cyberethics for Educators. Ethical and Legal Implications for Classroom Technology: Cybersafety, Cyberethics and Cybersecurity (C3)**

Completion of any course does not certify competency in the identified area, however, it will contribute to development of the competency

Standard and Outcomes	Indicators	Addressed in this course	Examples
<p><b>I. Information Access, Evaluation, Processing and Application</b></p> <p>Access, evaluate, process and apply information efficiently and effectively.</p> <p><b>ISTE NETS*T IA-IE, VC, VD</b> <b>INTASC Principles 1, 9</b> <b>UMCP Conceptual Framework 1,2,6,7</b> <b>NCATE Framework 1,2,5</b></p>	<ol style="list-style-type: none"> <li>Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.</li> <li>Evaluate information critically and competently for a specific purpose.</li> <li>Organize, categorize and store information for efficient retrieval.</li> <li>Apply information accurately in order to solve a problem or answer a question.</li> </ol>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Students are asked to a) identify on their own and b) explore a wide selection of online resources, electronic tools ( interactive surveys) --students must evaluate, and critique websites and resources Websites and resources for accuracy, bias content, dated materials etc...</p>
<p><b>II. Communication</b></p> <p>A. Use technology effectively and appropriately to interact electronically.</p> <p><b>ISTE NETS*T VC, VD</b> <b>INTASC Principles 6, 9, 10</b> <b>UMCP Conceptual Framework 4,3,6</b> <b>NCATE Framework 1,3</b></p>	<ol style="list-style-type: none"> <li>Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.</li> </ol>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Students participate electronically via email, WebCT discussion threads, weekly chats, online guest speakers and through other online environments (Tapped-In)</p>
<p>B. Use technology to communicate information in a variety of formats.</p> <p><b>ISTE NETS*T VC, VD</b> <b>INTASC Principles 6, 9</b> <b>UMCP Conceptual Framework 1,4,5,6</b> <b>NCATE Framework 1,3,6</b></p>	<ol style="list-style-type: none"> <li>Select appropriate technologies for a particular communication goal.</li> <li>Use productivity tools to publish information.</li> <li>Use multiple digital sources to communicate information online.</li> </ol>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Students participate electronically via email, WebCT discussion threads, weekly chats, online guest speakers and through other online environments (Tapped-In) Students also produce electronically created interactive monthly activity calendar for April is CyberAwareness Month and multi/hypermedia mini projects</p>
<p><b>III. Legal, Social and Ethical Issues</b></p> <p>Demonstrate an understanding of the legal, social and ethical issues</p>	<ol style="list-style-type: none"> <li>Identify ethical and legal issues using technology.</li> <li>Analyze issues related to the uses of technology in educational settings.</li> </ol>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>This course was designed to address this standard. Please see course syllabi and outline.</b></p>

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MTTS developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.  
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INTASC - <http://www.cesso.org/content/pdfs/corestrd.pdf>  
NCATE - [http://www.ncate.org/standard/m\\_stds.htm](http://www.ncate.org/standard/m_stds.htm)  
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related to technology use.  <b>ISTE NETS* T II, VI A-E</b> INTASC Principles 3, 4, 5, 7, 9 UMCP Conceptual Framework 2,3,4,5 NCATE Framework 3,4	3. Establish classroom policies and procedures that ensure compliance with copyright law, <i>Fair Use</i> guidelines, security, privacy and student online protection. 4. Use classroom procedures to manage an equitable, safe and healthy environment for students.		
<b>IV. Assessment for Administration and Instruction</b>  Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.  <b>ISTE NETS* T IV A-C</b> INTASC Principles 1, 7 UMCP Conceptual Framework 3,4,6,7 NCATE Framework 2	1. Research and analyze data related to student and school performance. 2. Apply findings and solutions to establish instructional and school improvement goals. 3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	This course briefly visits survey and research data related to ethical issues present in today's educational arena and discusses possible findings and solutions to establish classroom instructional and school based strategies

Standard and Outcomes	Indicators	Addressed in this course	Examples
<b>V. Integrating Technology into the Curriculum and Instruction</b>  Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.  <b>ISTE NETS* T II, III A- III D</b> INTASC Principles 1, 2, 3, 4, 5, 7 UMCP Conceptual Framework 1,2,3,6,7 NCATE Framework 1,3	1. Assess students' learning/ instructional needs to identify the appropriate technology for instruction. 2. Evaluate technology materials and media to determine their most appropriate instructional use. 3. Select and apply research-based practices for integrating technology into instruction. 4. Use appropriate instructional strategies for integrating technology into instruction. 5. Select and use appropriate technology to support content-specific student learning outcomes. 6. Develop an appropriate assessment for measuring student outcomes through the use of technology. 7. Manage a technology-enhanced environment to maximize student learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students learn to assess the target populations' knowledge, skills and behaviors related to C3 and will develop several content related lesson plans, PD units or training modules (based on their target audience of interest) --based on materials and resources explored in the course--students will evaluate materials and media to determine what is most appropriate
<b>VI. Assistive Technology</b>  Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.  <b>ISTE NETS* T VI A-E</b> INTASC Principles 3, 9 UMCP Conceptual Framework	1. Identify and analyze assistive technology resources that accommodate individual student learning needs. 2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	This course briefly investigates multiple learning styles as related to social and equity issues, but does not investigate AT resources/devices

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INTASC - <http://www.cesso.org/content/pdfs/corestrd.pdf>  
NCATE - [http://www.ncate.org/standard/m\\_stds.htm](http://www.ncate.org/standard/m_stds.htm)  
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<p style="text-align: right;">2,3,4,5 NCATE Framework 3,4</p>			
<p><b>VII. Professional Growth</b></p> <p>Develop professional practices that support continual learning and professional growth in technology.</p> <p style="text-align: center;"><b>ISTE NETS*T IA, IB, VA</b> INTASC Principles <b>9</b> UMCP Conceptual Framework 1,2,3,7 NCATE Framework 1,5</p>	<ol style="list-style-type: none"> <li>1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.</li> <li>2. Use resources of professional organizations and groups that support the integration of technology into instruction.</li> <li>3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.</li> <li>4. Identify local, state and national standards and use them to improve teaching and learning.</li> </ol>	<p><input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b></p>	<p>The courses journey allows participants to take knowledge learned and apply to their own classroom/training setting. Multiple resources for further investigation are included. Standards at the national, state, and LSS level as well as technology standards and IT Literacy standards for both educator and student are discussed and explored in detail.</p>

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## Correlation of the MTTs NETS\*T & INTASC & UMCP & NCATE

MTTS Addressed							COE – UMCP Addressed							NCATE Addressed						INTASC Principles Addressed															
1	2	3	4	5	6	7	1	2	3	4	5	6	7	ISTE NETS-Teacher Standards						1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10
X						X	X	X					X	X	I. Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operation and concepts.	X	X				X		X										X		
		X		X			X		X	X	X	X		II. Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology.	X		X			X				X	X	X			X						
			X	X				X	X	X	X			III. Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning.			X	X				X	X	X	X	X			X						
			X						X	X		X	X	IV. Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.		X						X									X				
X	X					X	X	X	X				X	X	V. Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice.			X	X										X			X	X		
		X			X		X	X	X					X	VI. Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.	X					X				X							X			

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