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Technology Literacy for Educators

Microsoft 62-193

Version Demo

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QUESTION NO: 1

You plan to ask the students to use online sources for a science investigation.

Which two actions should the students take to determine whether a Web site is a reliable source of information? (Each correct answer presents part of the solution. Choose two.)

A. Identify the author or organization responsible for the Web site.

B. Use the first result returned by the search engine.

C. Compare important information with other credible sources.

D. Assume that a professional-looking Web site is accurate.

E. Use only Web sites that contain advertisements.

ANSWER: A C

Explanation:

Students should identify the author or organization responsible for the Web site and compare important information with other credible sources. Identifying the author or organization helps students consider whether the publisher has relevant expertise, authority, or a stated purpose. Comparing claims with other trustworthy sources helps students detect unsupported, incomplete, or inaccurate information.

These actions develop information literacy because students evaluate information before using it as evidence. Students should also consider the date, purpose, and supporting references of a source. Microsoft provides digital-literacy resources that support safe and responsible online research. See Microsoft Digital Literacy.

QUESTION NO: 2

You plan to have an expert speaker address the students about a recent historical event.

Which two possible ICT resources should you recommend that the students use to create an accurate record of the speaker's statements? (Each correct answer presents a complete solution. Choose two.)

This item is part of a case study. To view the case study information, click on the Case Study button below.

A. the digital voice recorder

B. the LMS

C. an Internet connection

D. a digital camera

E. a video camera

F. the flatbed scanner

G. the printers

ANSWER: A E

Explanation:

The digital voice recorder is appropriate because it captures the speaker's words as audio at the time they are spoken. Students can replay the recording when reviewing notes, checking quotations, or preparing a summary of the historical event. A direct audio recording reduces reliance on memory and makes it easier to preserve the precise wording, emphasis, and sequence of the speaker's statements. This is especially valuable when the presentation includes dates, names, terminology, or first-hand expert interpretation that students need to represent accurately.

A video camera is also appropriate because it records the full spoken presentation while additionally preserving visual context. Students can review the speaker's verbal statements alongside demonstrations, slides, maps, objects, gestures, or other visual materials used during the talk. Video therefore provides a complete record that supports accurate later transcription and review. Microsoft's guidance on meeting recording describes recordings as capturing the presentation for later playback, while its guidance on using cameras and microphones reflects the role of audio-video devices in communicating and documenting live content. See Record a meeting in Microsoft Teams and Manage device settings in Microsoft Teams.

QUESTION NO: 3

You want students to use their school accounts responsibly when accessing online learning resources from home.

Which two instructions should you provide? (Each correct answer presents part of the solution. Choose two.)

A. Use a strong, unique password for the school account.

B. Sign out after using a shared device.

C. Share the account password with project-group members.

D. Use the same password for every online account.

E. Save the password in a public shared document.

ANSWER: A B

Explanation:

Students should use a strong, unique password for their school account and should sign out when using a shared device. A strong, unique password reduces the risk that another person can access the account, its files, or school communications. Students should not reuse a password that is used for personal services.

Signing out is particularly important when a student uses a family computer, library device, or another shared device. It helps prevent the next user from accessing the student's school account or submitting work in the student's name. Microsoft provides guidance on creating strong passwords and protecting account security. See Create a strong password and Help protect your Microsoft account security info.

QUESTION NO: 4

You want to motivate the school to invest in ICT resources. The reason must be based on the ICT Competency Framework for Teachers (ICT-CFT).

Which argument should you use?

This item is part of a case study. To view the case study information, click on the Case Study button below.

A. to become the best equipped school in your region.

B. to improve local economic conditions.

C. to give the students in your school access to a range of resources and learning experiences.

D. to meet the expectations of the students and the parents.

ANSWER: C

Explanation:

The correct argument is *to give the students in your school access to a range of resources and learning experiences.* UNESCO's ICT Competency Framework for Teachers positions ICT as a means of improving teaching and learning rather than as an end in itself. Appropriate ICT resources can broaden the materials available to learners, including digital content,

multimedia, online information sources, collaborative tools, and learning activities that can be adapted to different needs and contexts. This supports meaningful learning experiences that may not be possible using only traditional classroom resources.

The framework also emphasizes teachers' ability to select and use digital resources in ways that support curriculum goals, active learning, collaboration, and inclusion. Therefore, an investment case grounded in ICT-CFT should focus on the educational value that technology provides for students: expanded access to relevant learning resources and richer opportunities to engage with content, teachers, and peers. This rationale directly reflects the framework's learner-centered purpose for ICT integration. See UNESCO's ICT Competency Framework for Teachers and the ICT Competency Framework for Teachers (Version 3).

QUESTION NO: 5

You plan to use ICT to prepare an effective persuasive writing lesson.

What should you do?

This item is part of a case study. To view the case study information, click on the Case Study button below.

A. Use the Internet to find a complete, ready-made lesson to use with the students.

B. Use the Internet to find teaching resources to discuss with the students.

C. Use spell check software to improve your lesson plan.

D. Scan sections of the class textbook to use as reference.

ANSWER: B

Explanation:

Use the Internet to find teaching resources to discuss with the students. This use of ICT supports an effective persuasive-writing lesson because carefully selected digital resources can provide authentic examples of persuasive language, claims, evidence, audience awareness, and rhetorical techniques. The teacher can choose material that is suitable for the learners' age, reading level, curriculum goals, and local context, then use it as a shared stimulus for discussion, analysis, and writing.

Discussing online resources with students also develops critical literacy. Students can identify an author's purpose, distinguish evidence from opinion, consider how word choice and layout influence an audience, and evaluate whether a source is credible. These activities directly support persuasive writing: learners see strategies in meaningful contexts before applying comparable techniques in their own work. The teacher remains responsible for evaluating resources, structuring the learning activity, and ensuring that online materials are appropriate and accessible. Microsoft's educator guidance emphasizes using technology to support active learning and purposeful instructional design; its digital-literacy resources also stress evaluating online information critically. See Microsoft Learn Educator Center and Microsoft Digital Literacy.

QUESTION NO: 6

You teach an economics lesson about the effects of using price discount strategies.

During the class, you provide detailed sales statistics from a major national retailer.

Some of the students question the effectiveness of price discount strategies.

You want to demonstrate to the students that the strategies are cost-effective. What should you do?

A. Search the Internet for Web sites that contain more information about retail pricing strategies.

B. Enter sample sales figures into a spreadsheet to model the effects of using price discount strategies.

C. Search the Internet for teaching resources on retail pricing strategies.

D. Email several retail management experts and ask them for examples of how they use price discount strategies.

ANSWER: B

Explanation:

Enter sample sales figures into a spreadsheet to model the effects of using price discount strategies. A spreadsheet lets students convert the retailer's sales statistics into a transparent, testable model rather than simply relying on descriptions or outside examples. They can enter assumptions such as the original price, discount percentage, unit sales volume, unit cost, and revenue, then calculate profit or margin under different discount scenarios. By changing one or more inputs, students can conduct what-if analysis to observe the sales increase required for a discount to maintain or improve profitability. This directly demonstrates whether a particular strategy is cost-effective and helps students connect economic reasoning to evidence.

Excel is designed for calculations and analysis using formulas, and its What-If Analysis tools support comparing outcomes when input values change. For example, a data table can show how profit changes across multiple discount rates and sales-volume assumptions, giving the class a visual and quantitative basis for discussion. Microsoft's guidance on What-If Analysis in Excel and creating formulas in Excel explains the relevant capabilities.