

MICROSOFT 62-193

Microsoft Technology Literacy for Educators Certification
Questions & Answers

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62-193

[Microsoft Certified Educator \(MCE\) - Technology Literacy for Educators](#)
40-60 Questions Exam - 700 / 1000 Cut Score - Duration of 45 minutes



EDUSUM

#1 Online Certification Guide

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Discover More about the 62-193 Certification

Are you interested in passing the Microsoft 62-193 exam? First discover, who benefits from the 62-193 certification. The 62-193 is suitable for a candidate if he wants to learn about Microsoft Azure. Passing the 62-193 exam earns you the Microsoft Certified Educator (MCE) - Technology Literacy for Educators title.

While preparing for the 62-193 exam, many candidates struggle to get the necessary materials. But do not worry; your struggling days are over. The 62-193 PDF contains some of the most valuable preparation tips and the details and instant access to useful [62-193 study materials just at one click](#).

Microsoft 62-193 Technology Literacy for Educators Certification Details:

Exam Name	Microsoft Certified Educator (MCE) - Technology Literacy for Educators
Exam Code	62-193
Exam Price	\$127 (USD)
Duration	45 mins
Number of Questions	40-60
Passing Score	700 / 1000
Schedule Exam	Pearson VUE
Sample Questions	Microsoft Technology Literacy for Educators Sample Questions
Practice Exam	Microsoft 62-193 Certification Practice Exam

62-193 Syllabus:

Topic	Details
Facilitate Student Collaboration	
Determine the level to which a learning activity meets the rubric for collaboration	- prepare activities that enable students to work together, have a shared responsibility for deliverables, make decisions that are substantive and crucial to learning activity success, and work interdependently.

Topic	Details
	<ul style="list-style-type: none"> - analyze, evaluate, design, and manage the learning environment to facilitate student collaboration, given a set of resources available in a classroom. - virtual environment; physical environment; software tools available.
Facilitate Skilled Communication	
Modify a learning activity to meet the rubric for the highest level of skilled communication	- prepare activities that enable students to create product deliverables that convey a set of connected ideas, are multimodal, require supporting evidence, and are designed for a specific audience.
Evaluate student product examples to determine the level to which they meet the skilled communication rubric	- evaluate student product examples on the use of connected ideas, multimodal approach, supporting evidence, and design for a specific audience.
Facilitate Knowledge Construction	
Determine the level to which a learning activity meets the knowledge construction rubric	- prepare interdisciplinary activities that enable students to apply knowledge in a new context
Transform a didactic learning situation into an activity that requires students to apply knowledge in a new context that facilitates interdisciplinary learning	- prepare activities that enable students to spend their time and effort developing knowledge that is new to them and participate in interdisciplinary learning activities.

Topic	Details
Facilitate Self-Regulation	
Determine the level to which a learning activity meets the rubric for self-regulation	- prepare long-term activities that enable students to plan their own work and revise work based on feedback.
Determine which opportunities facilitate an environment of self-regulation	- provide students with opportunities to set their learning goals, decide on the best strategies to achieve these goals, and monitor to see if these strategies are working.
Facilitate Real World Problem Solving and Innovation	
Determine the level to which a learning activity meets the rubric for real world problem solving	- prepare activities that enable students to develop a solution to a problem that is new to them, complete a task that they have not been instructed how to do, or design a complex product that meets a set of requirements.
Select a strategy to encourage students to problem-solve, innovate, and apply a solution that benefits others in the real world	- develop learning objectives that involve real-world issues.
Facilitate Student use of Information and Communication Tools (ICT)	
Determine the level to which a learning activity meets the rubric for use of ICT learning	- prepare activities that enable students' use of ICT to support knowledge construction; address the needs of diverse learners.
Fulfill student learning outcomes by using	- identify the skills required to implement the resources.

Topic	Details
Microsoft technology tools	
Select the best ICT resource to help resolve or manage the logistical challenges of reaching the desired educational outcome	- Lab configuration issues; shared computers; BYOD.
Use ICT to be an Effective Educator	
Determine which ICT resource supports a specified educational outcome	- evaluate a learning activity; rate the appropriateness of specific ICT resources; address the diverse needs of all learners.
Determine the appropriate pedagogical approach to meet an educational outcome using ICT resources	- planned vs. unplanned situations; appropriate performances of understanding; different learning styles.
Select an appropriate ICT resource to reach a professional development goal	- improve productivity; time management skills.
Evaluate responses to a scenario involving Digital Citizenship	- internet safety; security issues; cyber-bullying; digital footprint; privacy issues; communication forums; acceptable use.

Broaden Your Knowledge with Microsoft 62-193

Sample Questions:

Question: 1

You have used Information and Communication Technology (ICT) successfully in the classroom for several years. A new teacher at the school says that she has had little opportunity to use ICT in the classroom. She wants to make use of the computer lab in her teaching.

What advice would you give her?

- a) Ensure that the planned activities are fun for the students
- b) Ensure that the planned activities are suitable for the learning objectives.
- c) Ensure that the planned activities are easy for the students.
- d) Ensure that the students understand how ICT will be used to complete their activities.

Answer: b

Question: 2

The students recently started using the film editing software. You want to ensure that the students benefit as much as possible from the filmmaker's visit. What should you do?

- a) Schedule the filmmaker to present a one-hour lecture to the entire class.
- b) Schedule each student to individually ask the filmmaker questions.
- c) Have each student email you a list of questions before the visit.
- d) Have the students use a wiki to collaborate on a list of questions for the filmmaker.

Answer: d

Question: 3

Reference Scenario: [click here](#)

You have to recommend a solution to help the students solve their problem regarding the historical sources. The problem must be solved as quickly as possible. What should you recommend?

- a) Modify the language settings on the students' desktop or laptop computers.
- b) Email the source text to a language teacher at the school.
- c) Use an Internet-based translation tool.
- d) Use a social networking site to connect with students in other countries and upload the text to the social networking site.

Answer: c

Question: 4

You are a teacher at a secondary school. You have 30 students in your class. Your classroom contains 10 laptop computers. You plan a project for the students. You will provide the students with information in three different formats: audio recordings, photographs, and printed documents.

The students must combine the information to produce graphs and charts in a detailed report. What is the best way to organize the project?

- a) Divide the project into a series of separate tasks. Allocate each task to a different student. Ask all of the students to create their own detailed report.
- b) Create a rotation schedule for the classroom computers. Ask every student to use their turn on the computer to produce their own detailed report.
- c) Provide all of the information to all of the students. Ask every student to explain how they will achieve the goals of the project.
- d) Divide the class into 10 groups. Ask the groups to work collaboratively to assemble the detailed report.

Answer: d

Question: 5

At the beginning of the second mathematics lesson, you want to engage students and remind them of the learning objectives. What should you use?

- a) a presentation that models the learning outcome
- b) an audio recording that defines symmetry
- c) a graphics application that displays symmetrical objects
- d) a printed handout that contains an outline of the learning objectives

Answer: c

Question: 6

In addition to learning about symmetry, how else should the students benefit from using ICT during the second mathematics lesson?

- a) ICT will teach them data entry skills.
- b) ICT will teach them computer programming skills.
- c) ICT will help them develop presentation skills.
- d) ICT will help them develop collaboration skills.

Answer: d

Question: 7

You are preparing to teach the second mathematics lesson. Which two tasks should you perform to ensure that the students benefit most from working in the computer lab?

(Each correct answer presents part of the solution. Choose two.)

- a) Verify that the Internet connection is only available on the teacher's computer.
- b) Verify that the printer has enough paper.
- c) Ensure that the data projector works.
- d) Verify that the computers have the appropriate software installed.
- e) Ensure that the USB drives have free space available.

Answer: c, d

Question: 8

Reference Scenario: [click here](#)

How does giving each student their own laptop enhance collaborative learning?

- a) The students can digitally share their work and their ideas.
- b) The students can connect with their peers outside of the classroom without being interrupted by the teachers.
- c) The students will feel free to exchange their views with one another anonymously during lessons.
- d) The students can work together without any guidance from a teacher.

Answer: a

Question: 9

Reference Scenario: [click here](#)

You plan to lead a class discussion about the persuasive writing examples that the students bring in and to display the examples to the entire class. Which two ICT resources should you use to achieve this task?

(Each correct answer presents part of the solution. Choose two.)

- a) a flatbed scanner
- b) a data projector
- c) a monochrome laser printer
- d) a digital camera

Answer: a, b

Question: 10

Reference Scenario: [click here](#)

You plan to use ICT to prepare an effective persuasive writing lesson. What should you do?

- 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: a

Avail the Study Guide to Pass Microsoft 62-193 Technology Literacy for Educators Exam:

- Find out about the 62-193 syllabus topics. Visiting the official site offers an idea about the exam structure and other important study resources. Going through the syllabus topics help to plan the exam in an organized manner.
- Once you are done exploring the [62-193 syllabus](#), it is time to plan for studying and covering the syllabus topics from the core. Chalk out the best plan for yourself to cover each part of the syllabus in a hassle-free manner.
- A study schedule helps you to stay calm throughout your exam preparation. It should contain your materials and thoughts like study hours, number of topics for daily studying mentioned on it. The best bet to clear the exam is to follow your schedule rigorously.
- The candidate should not miss out on the scope to learn from the 62-193 training. Joining the Microsoft provided training for 62-193 exam helps a candidate to strengthen his practical knowledge base from the certification.
- Learning about the probable questions and gaining knowledge regarding the exam structure helps a lot. Go through the [62-193 sample questions](#) and boost your knowledge
- Make yourself a pro through online practicing the syllabus topics. 62-193 practice tests would guide you on your strengths and weaknesses regarding the syllabus topics. Through rigorous practicing, you can improve the weaker sections too. Learn well about time management during exam and become confident gradually with practice tests.

Career Benefits:

- Passing the 62-193 exam, helps a candidate to prosper highly in his career. Having the certification on the resume adds to the candidate's benefit and helps to get the best opportunities.

Here Is the Trusted Practice Test for the 62-193 Certification

EduSum.Com is here with all the necessary details regarding the 62-193 exam. We provide authentic practice tests for the 62-193 exam. What do you gain from these practice tests? You get to experience the real exam-like questions made by industry experts and get a scope to improve your performance in the actual exam. Rely on EduSum.Com for rigorous, unlimited two-month attempts on the [62-193 practice tests](#), and gradually build your confidence. Rigorous practice made many aspirants successful and made their journey easy towards grabbing the Microsoft Certified Educator (MCE) - Technology Literacy for Educators.

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