ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Google Applied Digital Skills Curriculum

AUGUST 2017

International Society for Technology in Education (ISTE)

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ABOUT

ABOUT ISTE

The International Society for Technology in Education (ISTE) is the premier nonprofit membership organization serving educators and education leaders. ISTE is committed to empowering connected learners in a connected world and serves more than 100,000 education stakeholders throughout the world.

As the creator and steward of the definitive education technology standards, our mission is to empower learners to nourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching

ISTE SEAL OF ALIGNMENT

Resources and products designed with the ISTE Standards in mind are choosing to demonstrate their commitment to support critical digital age learning skills and knowledge. Regardless a solutions' intended grade level, purpose or content area, by addressing the ISTE Standards and earning a Seal of Alignment, a solution is shown to consciously, purposefully and meaningfully supports best-practices for digital age teaching and learning.

ISTE considers a solution aligned to the ISTE Standards only after an extensive review conducted by trained ISTE Seal of Alignment reviewers, and has been determined to meet all critical elements of a particular standard indicator in accordance with specific review criteria.

By earning a Seal of Alignment, ISTE verifies that this product:

- Promotes critical technology skills
- Supports the use of technology in appropriate ways
- Contributes to the pedagogically robust use of technology for teaching and learning
- Aligns to the ISTE Standards in specific ways as described in the review finding report

RESOURCE DESCRIPTION

WHAT IS THE APPLIED DIGITAL SKILLS CURRICULUM?

The Applied Digital Skills curriculum is a is a free technology curriculum developed by Google that uses video-based instruction and creative projects to teach 7th-12th grade students how to use and apply G Suite applications like Docs, Sheets, and Slides.

HOW IS THE APPLIED DIGITAL SKILLS CURRICULUM ORGANIZED?

The Applied Digital Skills curriculum is organized into eleven units. Each unit is designed to guide students in the use of various Google tools in order to complete a variety of real-world projects and tasks.

The eleven units are:

1. If /Then Adventure Stories
2. Research and Develop a Topic
3. Plan an Event
4. Guide to an Area
5. Plan and Budget
6. Create an Editing Tool w/ Programming
7. Pick the Next Box Office Hit
8. Technology, Ethics, and Security
9. Technology's Role in Current Events
10. Technology at Work
11. Equal Access to Technology

ISTE SEAL OF ALIGNMENT REVIEW

Product: Applied Digital Skills curriculum
Company: Google
Date of Award: August, 2017

REVIEW METHODOLOGY

ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively through the review process to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used by reviewers to collect data on potential alignment across all resource materials. Alignment is determined based on the extent to which all or some of specific elements are addressed within the materials. Reviewers conduct regular calibrations to assure the validity and reliability of the results and final review findings are combined for an overall score for alignment on each individual indicator.

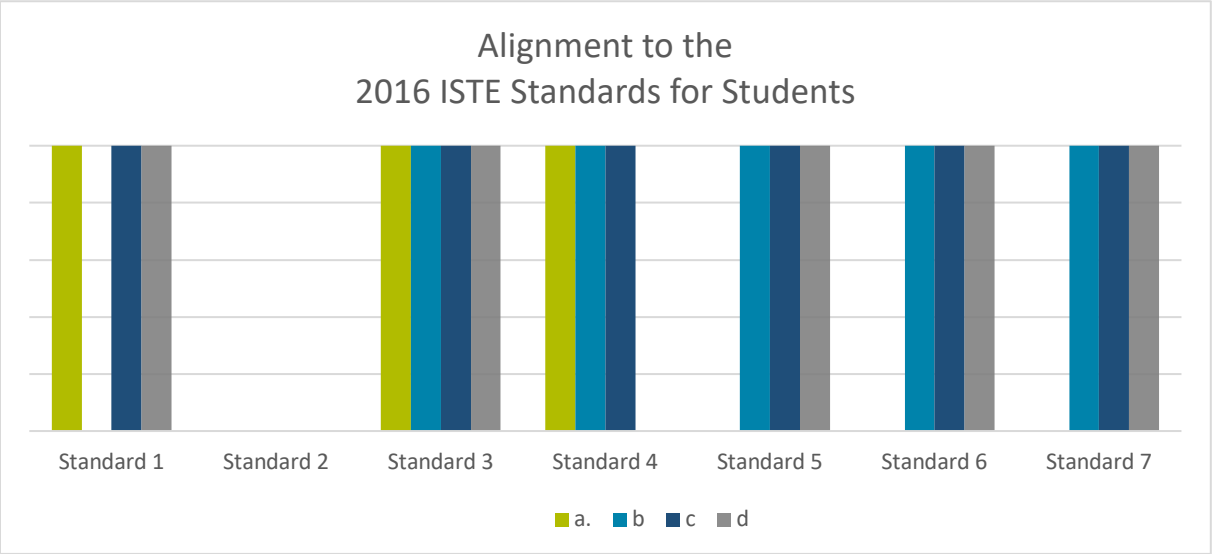
The Applied Digital Skills curriculum was reviewed for alignment against the 2016 ISTE Standards for Students, at the Proficiency level. Proficiency level reviews examine how a resource instructs and/or assesses students' ability to apply technology for learning in ways that align to the skills and knowledge described in the ISTE Standards.

SCOPE OF REVIEW

The reviewers analyzed all eleven units of the Applied Digital Skills curriculum. Reviewers collected data on when and how lessons and activities within each unit addressed skills and knowledge described in the ISTE Standards for Students. Reviewers compiled findings to determine overall alignment across all indicators of the ISTE Standards, and aggregate findings were used to determine overall alignment results.

REVIEW FINDINGS

The Applied Digital Skills curriculum was found to align the following indicators of the 2016 ISTE Standards for Students:



The Applied Digital Skills curriculum supports the 2016 ISTE Standards for Students in the following ways:

ISTE Standard	Finding Statement
1. Empowered Learner	
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Students develop questions to frame research topics, identify resources for pursuing answers to those questions, and reflect on the learning process for purposes of understanding themselves as learners and their success with and preference for particular learning strategies.
1.b. Build networks and customize their learning environments in ways that support the learning process.	
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Students give, receive, and respond to peer feedback using written comments on shared documents, in-person interactions, and a web-based feedback/rating app.

1.d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	Students use a variety of computer applications that demonstrate and develop growing competences in the fundamentals of computer operations.
2. Digital Citizen	
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	
3. Knowledge Constructor	
3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	Students engage in a variety of research activities, selecting and evaluating resources appropriate for their research agenda.
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	Students learn specific strategies for evaluating the credibility of online resources and practice using them in a variety of research projects.
3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	Students learn specific strategies for evaluating the credibility of online resources and practice using them in a variety of research projects.
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	Students explore, understand, compile and present their findings in both assigned and self-selected topics related to issues, benefits, and drawbacks of technology applications in the real world
4. Innovative Designer	

4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	Students use a clear and transferrable design process for brainstorming story ideas, developing a Guide, picking a blockbuster and designing a movie poster and completing other activities within the curriculum.
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	Students gain experience in using an Event Journal and a To Do list in the course of planning and managing an upcoming event.
4.c. Develop, test and refine prototypes as part of a cyclical design process.	Students engage in design, review and revision of an event plan, an area guide, a budget plan, and a recommendation for a Hollywood movie.
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	
5. Computational Thinker	
5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
5.b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	Students gather qualitative data for use in the guide to an area and do sophisticated visual analysis of a large data set in picking the next blockbuster. In both cases the data analysis is used in making decisions critical to the final project outcome.
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	In planning an event, developing a program, and picking a blockbuster, project tasks are attacked as discrete components that build to the final project outcome.
5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	Algorithmic thinking and solving problems through sequential steps are integral to planning an event, planning a budget, writing a program, and picking a blockbuster
6. Creative Communicator	
6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
6.b. Create original works or responsibly repurpose or remix digital resources into new creations.	Students design a movie poster and create multiple presentations.

6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	Virtually every project requires students to clearly communicate their findings from research or visually represent simple conclusions drawn from a complex data set.
6.d. Publish or present content that customizes the message and medium for their intended audiences.	Students develop presentations for their peers, an area guide for a community, a movie poster for the public, and reflections for their teachers and themselves.
7. Global Collaborator	
7.a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	Collaboration in G Suite documents is seamlessly and naturally integrated into many projects.
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	Projects require teamwork in which students play roles either working in parallel with their peers or contribute uniquely to completing an aspect of the assignment. Giving, receiving, and responding constructively are woven in throughout.
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	Students explore significant issues regarding the impact of technology on society, considering benefits and drawbacks, in areas of personal, community, and global interest.

CONCLUSION

Reviewers found the Applied Digital Skills curriculum to be an impressive resource that provides a useful learning experience for students. All projects are engaging, relevant, and connected to the real-world. Each unit can be adapted as needed for the grade level in which it is implemented, and each promotes problem solving, creative thinking, and meaningful application of technology in substantive tasks. Skills addressed in the projects will serve students well in school and beyond, and the curriculum is accompanied by ample support for teachers to be able to implement the curriculum effectively within their classrooms.