

The page is decorated with several thick, curved lines in shades of blue and green. These lines are arranged in a way that they appear to be part of a larger circular or semi-circular pattern, with some lines overlapping others. The lines are positioned in the top right, middle left, and bottom right corners of the page.

ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Google

Be Internet Awesome

May 2021

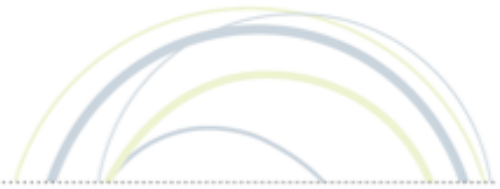
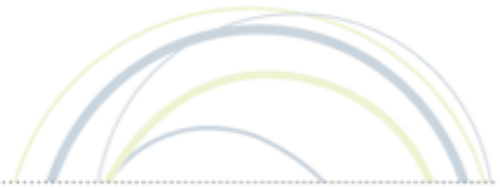


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ABOUT

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 flourish 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.

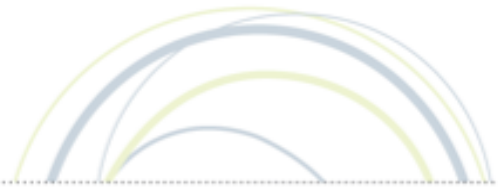
ISTE SEAL OF ALIGNMENT

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 of a solution's 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 support 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 it 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 *BE INTERNET AWESOME*?

Be Internet Awesome is a teacher-led curriculum recommended for students in Grades 3 – 6. It introduces students to critical topics and skills for growing up in a digital world. The curriculum is divided into five units – each with a specific focus related to digital citizenship, search strategies, and Internet safety. Each of the Units guides students through a variety of tasks focused on a specific topic:

- Unit 1: Share with Care (Be Internet Smart)
- Unit 2: Don't Fall for Fake (Be Internet Alert)
- Unit 3: Secure Your Secrets (Be Internet Strong)
- Unit 4: It's Cool to Be Kind (Be Internet Kind)
- Unit 5: When in Doubt, Talk it Out (Be Internet Brave)

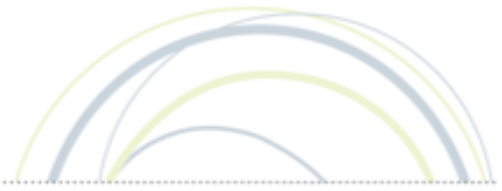
Each Unit contains multiple lessons and a variety of activities, both online and off. The activities in each unit begin by introducing a topic or issue (e.g., recognizing online harassment and bullying) and then present follow-up tasks to explore the topic using problem-solving and critical thinking.

Four of the five units conclude with an interactive online game, using fictional characters who populate a place called “Interland.” The games are to provide a fun space where students can practice and assess the main topics in the lesson. Three of the gaming contexts present multiple choice options as students respond to scenarios. The fourth is an arcade style game focused on bringing ‘kindness’ to the characters in Interland.

HOW IS *BE INTERNET AWESOME* IMPLEMENTED?

Units are designed to be facilitated by the teacher using the BIA materials, leading to independent individual and paired/team activities. Lesson plans and discussion prompts are provided and many contain extension options for deeper exploration. The lessons within a unit are meant to be delivered in sequence, but the units may be used in any order.

As noted above, four of the five units culminate with a game designed to give students an opportunity for self-assessment on the lesson content. The games, utilizing a scenario-based approach, would provide additional prompts for further discussion.



ISTE SEAL OF ALIGNMENT REVIEW

Product: *Be Internet Awesome*

Organization: Google

Date of Award: May 2021

REVIEW METHODOLOGY

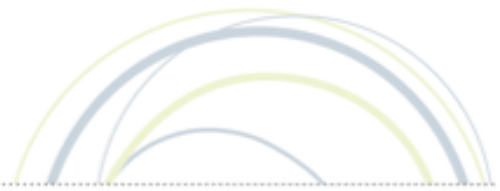
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used 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.

During the review process for *Be Internet Awesome* reviewers:

- Collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Standards at either a foundational or applied level
- Compiled findings to determine overall alignment across all ISTE Student standards and indicators.
- Used aggregate findings to form the basis of the overall alignment results.

SCOPE OF REVIEW

Be Internet Awesome was reviewed for alignment against the ISTE Standards for Students. ISTE reviewers were asked to evaluate the newly revised teacher unit guides. The slide decks that provide the content were included were also included in the scope of the Seal of Alignment review. The slide decks are now integrated with Pear Deck, which adds tools for collaboration and teacher facilitation.



REVIEW FINDINGS

The ISTE Standards can be aligned at the following levels:

- Foundational - Resources and activities aligned at the *foundational* level primarily focus on skills and knowledge that facilitate skill acquisition to eventually meet ISTE Standard indicators.
- Applied – Resources and activities aligned at the *applied* level primarily focus on practical, real-world, and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

Be Internet Awesome was found to align to the ISTE Standards for Students in the following areas:

ISTE STANDARDS FOR STUDENTS

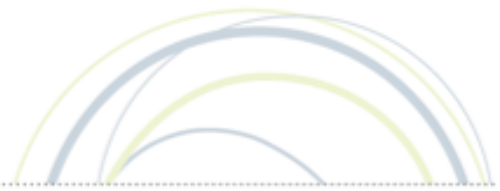
	Standard 1 Empowered Learner	Standard 2 Digital Citizen	Standard 3 Knowledge Constructor	Standard 4 Collaborator	Standard 5 Innovative Designer	Standard 6 Computational Thinker	Standard 7 Creative Communicator
Indicator A							
Indicator B							
Indicator C							
Indicator D							



Foundational resources and activities focus primarily on knowledge that facilitates skills acquisition to eventually meet ISTE Standards indicators.

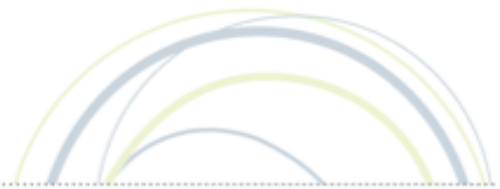


Applied resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

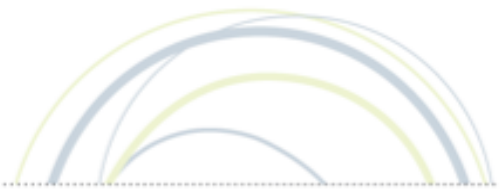


Be Internet Awesome was found to address the ISTE Standards for Students in the following ways:

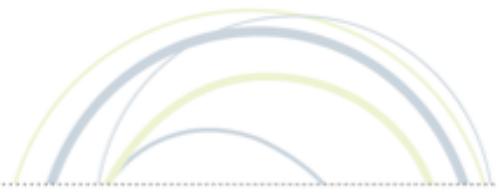
ISTE STANDARD	FOUNDATIONAL FINDING STATEMENT
<p>1. Empowered Learner. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p>	
<p>1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p>	<p>At the conclusion of every unit, students are given the opportunity to reflect on new learning and what questions they may still have.</p>
<p>1.b. Build networks and customize their learning environments in ways that support the learning process.</p>	
<p>1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>	<p>The interactive tools available (Pear Deck/GSlides) are used to provide feedback from the teacher or between peers. The game provides additional formative feedback as students play.</p>
<p>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.</p>	<p>Students interact with a number of tools within the platform. Using Pear Deck within Google Slides requires students to troubleshoot and navigate a number of tools in the activities.</p>
<p>2. Digital Citizen. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>	



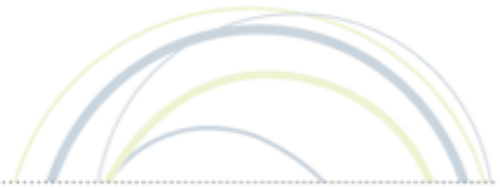
<p>2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>	<p>Understanding the implications of what and how information is shared is explored in depth, giving students foundational strategies as they develop their digital identities.</p>
<p>2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<p>Students explore strategies to support being critical consumers of online information. They practice look-fors to help make safe decisions when interacting with others online.</p>
<p>2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p>	
<p>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.</p>	<p>Students learn about security settings and how to safeguard their privacy. Students practice creating strong passwords and are given strategies of best practices to keep their data secure.</p>
<p>3. Knowledge Constructor. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>	
<p>3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	<p>Students are introduced to search strategies and how Internet searches are conducted. They are introduced to key elements in urls to determine authenticity of results.</p>
<p>3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p>	<p>Students practice refining search queries and evaluate the credibility of websites through the url and look-fors to determine the perspective and credibility of the information presented.</p>
<p>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.</p>	



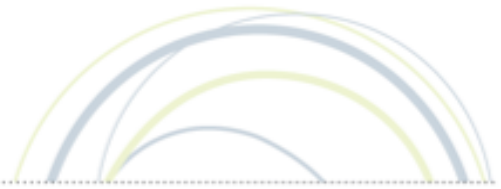
<p>3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>The real-world challenges and consequences of living in a digital world are explored in all of the topics included in the platform. Students are given opportunities to search for topics of their choice to apply search strategies.</p>
<p>4. Innovative Designer. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p>	
<p>4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p>	
<p>4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	
<p>4.c. Develop, test and refine prototypes as part of a cyclical design process.</p>	
<p>4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p>	
<p>5. Computational Thinker. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>	
<p>5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p>	



<p>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.</p>	
<p>5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p>	
<p>5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p>	
<p>6. Creative Communicator. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p>	
<p>6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p>	<p>Students work in Pear Deck and/or GSlides to respond to prompts, reflecting on the digital communication tools and media that people use.</p>
<p>6.b. Create original works or responsibly repurpose or remix digital resources into new creations.</p>	
<p>6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>	
<p>6.d. Publish or present content that customizes the message and medium for their intended audiences.</p>	
<p>7. Global Collaborator. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>	



<p>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.</p>	<p>Pear Deck and GSlides is used to collaborate with peers to share ideas and perspectives.</p>
<p>7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>	<p>Peer and group activities using GSlides/Pear Deck give students opportunities to discuss and understand perspectives on how digital media may be interpreted. Activity prompts direct students to consider the viewpoints of others.</p>
<p>7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p>Team activities are included in many modules that utilize the Pear Deck/GSlides platform. Offline collaborative project activities are included as well.</p>
<p>7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	



CONCLUSION

Be Internet Awesome is a thoughtfully designed curriculum that addresses key issues important for students just beginning to use the Internet. The new enhancements and revisions made to the unit slide decks and lesson guides provided to teachers expand the interaction and collaboration between classmates, and bring real issues related to living in a digital world to students in authentic scenarios.

The use of Pear Deck within Google Slides gives teachers and students more tools for collaboration and feedback. With the expanded lesson plans and resources, *Be Internet Awesome* provides students with an engaging platform to introduce important and critical skills to young Internet users. The newly revised program has evidence of alignment to additional indicators.