International Society for Technology in Education

ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

FUNecole®

OCTOBER 2020

TABLE OF CONTENTS

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 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 THE FUNECOLE®(R) CURRICULUM?

The FUNecole® curriculum created by Digipro Education Ltd. is a comprehensive learning platform for primary and elementary grade students to teach important social-emotional skills for living in the 21st century. Digital learning concepts and tools are employed to teach these concepts throughout the six year-long sequences of lessons, beginning with Year One and building the scope and sequence through Year Six.

Real-world themes anchor each lesson that reinforce global, civic and environmental awareness. Lessons follow a community of animated characters that scaffold the social-emotional concepts in a non-threatening, age-appropriate manner. The focus of every lesson is the overall theme, often presented as a personal, student-centered issue or question. Technology tools serve as a vehicle for students to present findings and reflections after exploring the theme on- and offline.

HOW IS THE FUNECOLE® CURRICULUM IMPLEMENTED?

The FUNecole® program is designed to be teacher managed and delivered as whole-class lessons. Lesson plans include prompts for discussion, collaboration, and offline activities to introduce social-emotional concepts and ideas using collaborative strategies and gaming. Lesson activities provide pre and post assessments on the social-emotional concepts introduced in the activities.

Students use a variety of software programs to create presentations of new learning. The activities are designed to provide students with opportunities to apply their software/computing knowledge in their demonstrations of learning. The teacher's design platform provides software specific tutorials if students need additional practice or help when using the technology tools.

Teachers are provided with an easy to navigate interface to organize and assign activities for the students. Included in each of the activities contained in the lesson are recommended technology tools from which the teacher may select to complement student computing skills and practice. This unique sequence of lesson plans is customizable by teachers to meet the needs of their classroom and technology skills of the students.

The strategies and tools presented, from which teachers may select, are platform agnostic thereby creating a curriculum that can be used by any teacher with any available applications. Many of the activities include optional extension activities that allow a teacher to expand the lesson theme to an even deeper level.

ISTE SEAL OF ALIGNMENT REVIEW

Product: FUNecole®
Company: Digipro Education Ltd.
Date of Award: October 2020

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.

The FUNecole® resource was reviewed for alignment against the ISTE Standards for Students.

SCOPE OF REVIEW

During the review process reviewers:

- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Students.
- compiled findings to determine overall alignment across all ISTE Standards for Students and indicators.
- used aggregate findings to form the basis of the overall alignment results.

REVIEW FINDINGS

The FUNecole® curriculum aligns to the following indicators of the ISTE Standards for Students:

ISTE STANDARDS FOR STUDENTS

	Standard 1 **Empowered Learner**	Standard 2 **Digital Citizen**	Standard 3 **Knowledge Constructor**	Standard 4 **Innovative Designer**	Standard 5 **Computational Thinker**	Standard 6 **Creative Communicator**	Standard 7 **Global Collaborator**
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.

The FUNecole® curriculum aligns to the ISTE Standards for Students in the following ways:

ISTE Standard	Foundational Finding Statement	Applied 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.		Lessons include pre- and post-assessments that direct the students to set goals and then reflect on their progress.

1.b. Build networks and customize their learning environments in ways that support the learning process.		Students are given choices to demonstrate their new learning. The activities often include collaboration.
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Students use email to provide feedback to one another.	
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.		The full curriculum is built to scaffold the application of technology operations.
3. Knowledge Constructor		
3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	Many activities include research to assist students in creating their responses to prompts.	
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.	A variety of media sources are used to construct artifacts that demonstrate student learning.	
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	The curriculum focus is on real-world questions and issues facing students in their social-emotional development.	
4. Innovative Designer		
4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	Activities challenge the students to create new artifacts using a variety of methods. Flowchart mapping plays a central role in many of the activities.	

4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	Students are presented with options of recommended tools to select and use to complete each activity.	
4.c. Develop, test and refine prototypes as part of a cyclical design process.		Concept mapping and flowcharts are used to test designs and process sequences.
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.		The themes embedded in each lesson are all open-ended because of the social-emotional aspects of the curriculum. Many present challenging questions for students to consider.
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.	Students define a question related to the theme, then use a variety of tools to explore 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 learn how to collect data in spreadsheets and look for trends and compare/contrast information presented.	
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	The challenges presented in the lessons all focus the students on the sequence of the solution. Flowcharts are used to describe models and share potential solutions.	
5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		Scratch (MIT) is used often to facilitate the development of algorithmic thinking and test solutions.
6. Creative Communicator		
6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.		The curriculum is designed to provide choice of tools, coding language or strategy to meet learning goals and develop student skills.

6.b. Create original works or responsibly repurpose or remix digital resources into new creations.		Every activity involves the creation of an original work that demonstrates new learning.
6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.		The social-emotional themes embedded in the curriculum are complex and often personal. Students use a variety of design techniques (models, posters, concept maps, etc) to communicate their responses.
6.d. Publish or present content that customizes the message and medium for their intended audiences.		All lesson artifacts are shared with peers and others. Final products are adapted for the theme and the intended audience.
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.	Students use email to exchange ideas; younger children are introduced to the idea of different perspectives. Some projects are designed for pairs or small teams.	
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	Activities engage students in collaborative teams or pairs.	
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	The themes that connect the lessons and activities are universal in their message and are anchored in both local and global contexts where appropriate.	

CONCLUSION

FUNecole® provides teachers with a seamless way to direct students to apply their knowledge of critical software programs and web applications in unique activities focused on developing social and emotional skills. Students are provided with scenarios that reflect real-world, authentic, age-appropriate issues, then use a wide variety of tools and strategies to communicate their opinions, arguments, and reflections.

FUNecole® offers a unique platform that facilitates the implementation of the ISTE Standards for Students by providing a variety of activities that integrate key applications, programs, and problems. While the focus of FUNecole® in on the learning themes, FUNecole® successfully embeds technology strategies as an integral part of the learning experience.

The integrated approach of providing just-in-time tutorials on many popular software applications, while focusing primarily on the learning themes, is an effective way for teachers to integrate technology in a supported and guided process.