International Society for Technology in Education

ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

TypingClub

MARCH 2019

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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 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 TYPINGCLUB?

TypingClub is a comprehensive online system for teaching touch typing to K-12 students. The core content of TypingClub is a library of hundreds of short lessons that teach students the touch-typing finger positions and how to type individual letters with the correct fingers. There are also a wide variety of text passages for students to practice typing. These passages range from informational paragraphs to original stories. Students are encouraged throughout to type with increasing speed and accuracy. Typing activities are supported by numerous videos that give interesting background information (e.g., the history of the QWERTY keyboard), explain the current lesson, and offer additional advice and guidance.

While TypingClub is primarily focused on developing touch-typing skills, it is supplemented by a secondary, but significant, addition of a Digital Citizenship unit.

The Digital Citizenship Unit is an addition to TypingClub that is well-integrated into the TypingClub system. The unit consists of eleven lessons, and all of them, except for the Introduction and Closing lessons, require 2 hours to complete. The content of the Digital Citizenship lessons is delivered offline in whole class activities. For each lesson there is an opening discussion, a video about the topic, instructional notes for the teacher, one or more student handouts, independent practice (on paper), a closing discussion, and homework. The online TypingClub system also includes typing exercises that focus on each lesson's key terms and content. Lessons are practical and appropriate for elementary school students, and they effectively target many Digital Citizenship considerations.

HOW IS TYPINGCLUB IMPLEMENTED?

Management of entire classes of students using TypingClub is seamlessly handled through the system's back end which gives teachers control over class creation and student enrollment, individual and group assignments, optional features (e.g., accessibility controls), goals, and level of difficulty. The data gathering, data analysis, and reporting features are very detailed. In addition to giving teachers and administrators all they would want to know about individual and group touch typing performance and progress, the system also provides students with specific information about their personal performance and progress.

There is also provision for teachers to create and upload their own lessons, giving them the opportunity to integrate current classroom curriculum content into the extended typing exercises. In addition to custom content, teacher-created lesson plans can also be constructed so that students who are learning computer programming can practice typing code in the format and syntax of the language being learned.

ISTE SEAL OF ALIGNMENT REVIEW

Product: TypingClub
Organization: EdClub
Date of Award: March 2019

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 TypingClub, reviewers:

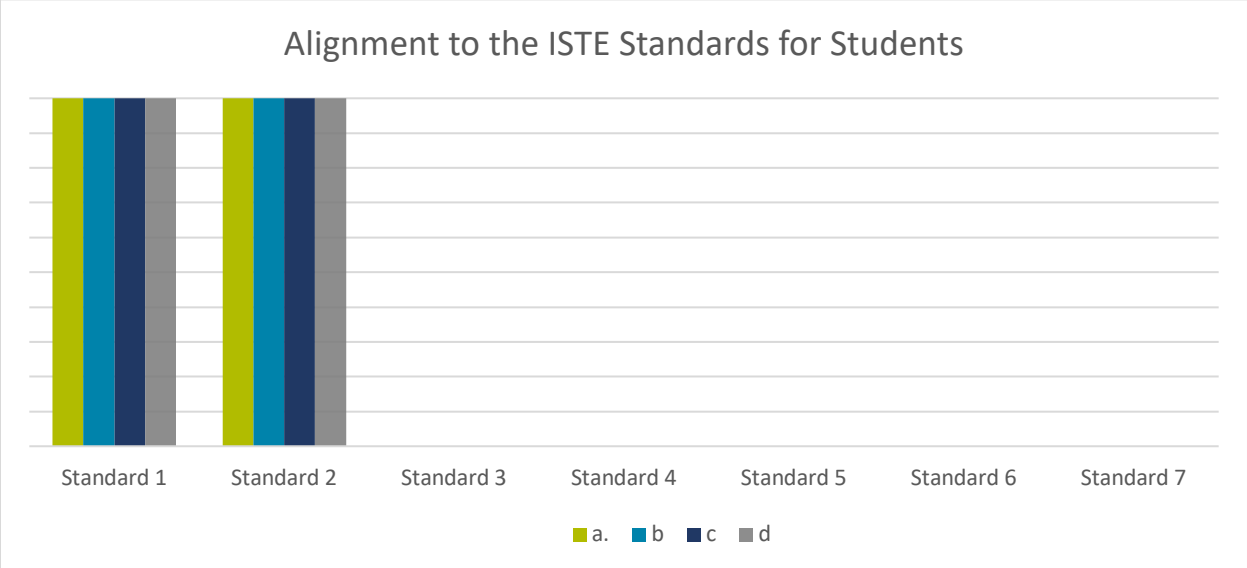
- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Educators at either a foundational or applied level
- compiled findings to determine overall alignment across all ISTE Student standards and indicators.
- used aggregate findings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

SCOPE OF REVIEW

TypingClub was reviewed for alignment against the ISTE Standards for Students. ISTE reviewers examined all online activities as well as supporting documents such as lesson plans, student handouts and the guidebook.

REVIEW FINDINGS

TypingClub was found to address the following standards and indicators of the ISTE Standards for Students:



TypingClub addresses the ISTE Standards for Students in the following ways:

- 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.

ISTE Standard	Foundational 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.	Prescribed goals in each lesson, coupled with system-provided encouragement to meet or exceed goals, and an impressive feedback system foster a constant goal/performance connection. The system offers the opportunity for teachers to work with students to set goals.
1.b. Build networks and customize their learning environments in ways that support the learning process.	Students have an easily customized environment, giving them numerous options to make the environment suit their learning style and personal preferences. Among these: students can adjust the

	keyboard for different languages, invoke a virtual keyboard that encourages them to look at the monitor instead of their hands when typing, adjust font style and size, change visual theme to enhance interest or minimize distractions, and choose to have letters or words read aloud to them.
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Feedback on performance is a sophisticated and automatic feature of this system. Students are presented with sophisticate performance data immediately after each lesson. They also have access to a detailed and amazing breakdown of aggregate data that includes stats for each finger, as well as each typed character. This feedback includes tips on improving performance.
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 operate and navigate through a sophisticated system that includes a wide variety of lesson formats and instructional experiences, as well as a data-rich feedback system that helps them understand and monitor their own progress.
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.	Students are taught that how they communicate with others and present themselves online will have a lasting effect, good or bad, that can affect personal relationships.
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	Students are taught to avoid unsafe websites, proper ways to treat others in online encounters, and ways to communicate online effectively so their meaning won't be misunderstood by others.
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	Students are taught that words, music, artwork and ideas are forms of property and using the work of others without permission is stealing. They also learn to cite the sources of online information they use in school.
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.	Students learn how to make strong passwords and the necessity of doing so. They also learn practices to keep their data safe when spending time online.
3. Knowledge Constructor	

3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
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.	
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
4. Innovative Designer	
4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
4.c. Develop, test and refine prototypes as part of a cyclical design process.	
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.	
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	
5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
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.	
6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
6.d. Publish or present content that customizes the message and medium for their intended audiences.	
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.	
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	

CONCLUSION

The lesson activities in TypingClub are interesting, age-appropriate, and do an excellent job of leveraging technology to teach touch typing skills.

Documentation for the system is complete, well-written, and easy to follow, and it appears that there is an ongoing, well-documented commitment to adding new features to make Typing Club more engaging and beneficial to student learning, as well as more robust from a management and data-analysis perspective.

In short, this is an excellent, well-conceived, well-executed, and continually improving system for teaching touch typing for K-12 students.