



ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Revas

Revas Business Simulation

June 2022



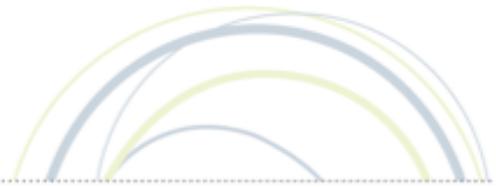
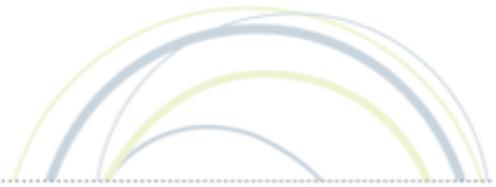


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ABOUT

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.

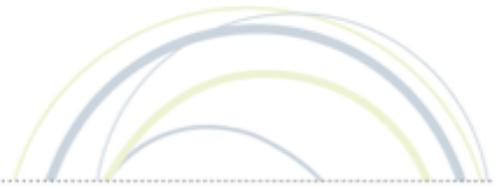
ISTE SEAL OF ALIGNMENT

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 REVAS BUSINESS SIMULATION?

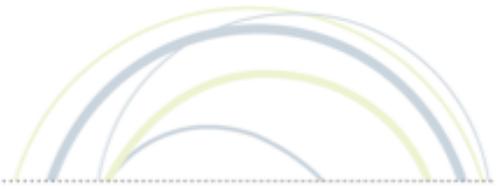
Revas is a company that provides Industry Business Simulations designed for learning how to run a business and the basics of entrepreneurship. The target audience is Upper School/High School and adults. As part of the simulation, participants make real business decisions by managing a virtual enterprise, experiencing business, including: creating jobs, employing employees, setting salaries, buying equipment, investing in traditional and online advertising, setting prices. Students make realistic business decisions that affect the development of a virtual company in a selected industry.

The platform offers a variety of business types. Participating teams are invited to participate in international competitions where business teams are ranked in a number of categories, with rankings changing after every round. This models real-world ratings on sales, service, human resources, etc.

HOW IS REVAS BUSINESS SIMULATION IMPLEMENTED?

Revas business simulations are appropriate for Secondary/University/Workplace experience students. Students establish a business from start-up, making decisions such as equipment, hiring personnel, and making multiple financial decisions. The simulation runs through 12 monthly rounds compiling data based on the decisions made. The monthly round involves teams analyzing data on a number of criteria, revising their decisions, and strategizing to maximize profit.

The simulation may be implemented in a number of ways depending on the teacher/facilitator's needs. Multiple teams compete simultaneously within a course or class, on a timeline designated by the teacher. The type of business area chosen is up to the teacher or turned over to the students. Depending on the age/grade level of the students, the platform allows for flexibility and customization to fit the learning environment.



ISTE SEAL OF ALIGNMENT REVIEW

Product: Revas Business Simulation

Organization: Revas

Date of Award: June 2022

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.

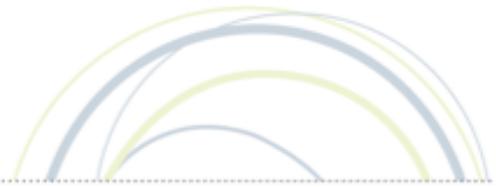
During the review process for Google, reviewers:

- 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

Revas was reviewed for alignment against the ISTE Standards for Students. ISTE reviewers examined the manuals and guides provided to teachers and to students. Revas has an extensive video library to support the key tasks required to successfully complete the simulation. A number of videos were reviewed prior to interacting in the simulation. The overview video states that while the business areas differ, the structure of the simulations are consistent throughout. The decisions and tasks required within each round may be applied to different businesses (hair stylist, travel agency, IT Sales, etc), but the model, sequence of tasks, and analysis of data are identical.

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.

Revas Business Simulation was found to align to the ISTE Standards for Students in the following areas:

ISTE STANDARDS FOR STUDENTS

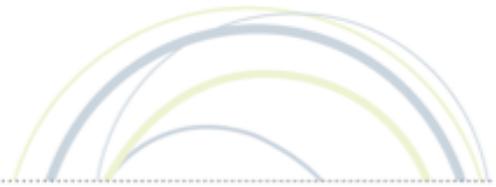
| | Standard 1 Empowered Learner | Standard 2 Digital Citizen | Standard 3 Knowledge Constructor | Standard 4 Collaborator | Standard 5 Innovative Designer | Standard 6 Computational Thinker | Standard 7 Creative Communicator |
|-------------|------------------------------------|----------------------------------|--|----------------------------|-----------------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

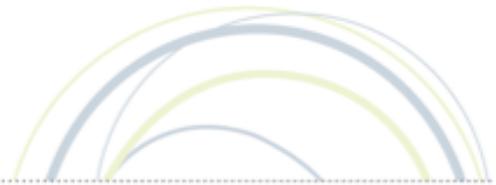


Applied resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

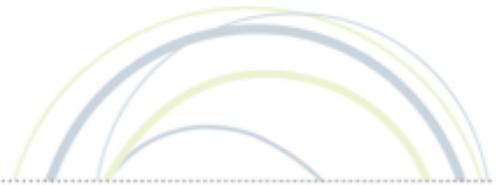


Revas Business Simulation was found to address the ISTE Standards for Students in the following ways:

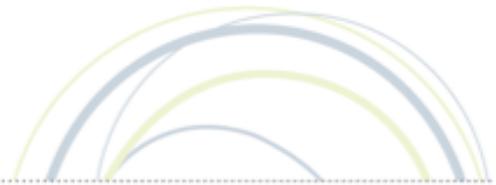
| ISTE STANDARD | APPLIED FINDING STATEMENT |
|---|---|
| 1. Empowered Learner. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. | |
| 1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. | The simulation platform facilitates students taking on roles that interest them, set a business goal, then review and refine decisions. |
| 1.b. Build networks and customize their learning environments in ways that support the learning process. | Students design their business as a startup, controlling the look, advertisements, mission statements. |
| 1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. | The simulation model is based on reviewing and analyzing decisions to make improvements in the subsequent round. |
| 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. | Participating in the simulation competition, students must navigate a number of sources of information to complete the simulation. |
| 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. | |



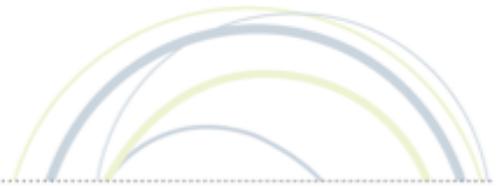
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| <p>3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> | <p>Students determine which data is important to analyze to make decisions. Data can be manipulated and scenarios developed as they move from round to round. Some research on market trends may be employed but is not directly part of the platform.</p> |
| <p>3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</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>Students use multiple sources of information to analyze how decisions impact various aspects of their business. Analysis must look at how decisions in varied areas of the simulation impact others.</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 business simulation platform on which all games are built reflect real-world contexts and students must react to problems that arise based on their decision-making strategy.</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>The game structure models a design process through a series of testing decisions and then analyzing the impact those decisions make towards reaching their goal.</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>Students have an opportunity to view their data to analyze the constraints and risks in subsequent rounds.</p> |
| <p>4.c. Develop, test and refine prototypes as part of a cyclical design process.</p> | |



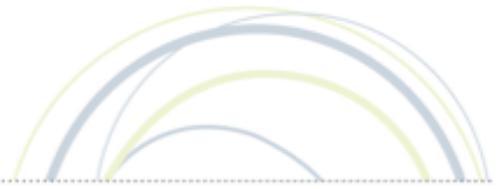
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| <p>4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p> | <p>The simulation is extremely challenging and is completely open-ended with students planning and responding fully on their own.</p> |
| <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>Data is used in multiple visualizations to facilitate the analysis of data.</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>The business simulation environment consists of a variety of parts representing all of the aspects of running a business. Students identify which aspects to focus on and respond to in each round.</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</p> | |



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|---|--|
| the desired objectives of their creation or communication. | |
| 6.b. Create original works or responsibly repurpose or remix digital resources into new creations. | Students write a mission statement using model statements to revise or write from scratch. Students also create a company name and logo, given models to help them get started, or design new. |
| 6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. | Students are required to create and communicate media and images that reflect their business culture. |
| 6.d. Publish or present content that customizes the message and medium for their intended audiences. | Students draft and present content appropriate to their business model. |
| 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. | |
| 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 are able to monitor how other teams are ranked in a variety of categories of business. Students have opportunities to interact with other teams to share strategies. |
| 7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. | Students work together to make collective decisions regarding their business. Students explore how all of the components of a business relate and impact the whole. |
| 7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. | Students take on roles related to the business environment. The business team works together to reach their sales goals. |



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| <p>7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p> | |
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CONCLUSION

Revas is a very robust and challenging business simulation platform that offers students a realistic and authentic experience of how to start-up and run a business. Students are in control of every aspect of their business from buying equipment, hiring staff, providing benefits for staff, working with financial institutions, and, of course, deciding on services or products offered.

Every decision should be based on data, with opportunities to revise decisions and monitor the effectiveness those changes make. The process of accessing and analyzing data, that changes to reflect decisions implemented within each round, provides students with all of the tools they need to make their business decisions. The data is presented in many formats, with students needing to focus on what they deem important. Teachers are given suggestions to help guide the students, but in the end it is the students alone who manage their experience and their business.

Students select roles that reflect a true (traditional) business model – CEO, CFO, HR, etc. A teacher may, if appropriate, use this as a way to further explore career path options. For students, Revas allows them to experience a full business experience, using the data tools to support the experience. Students can download data to Excel and do an even deeper analysis, building on their own application skills. Revas is a very powerful (and challenging) business simulation platform, with an international following, that facilitates a very unique learning experience.