ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

IWitness

AUGUST 2017
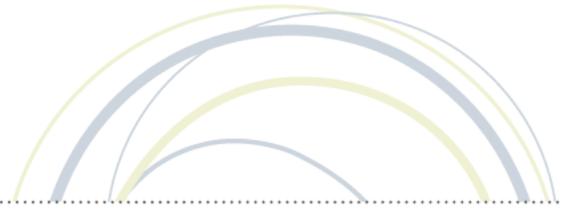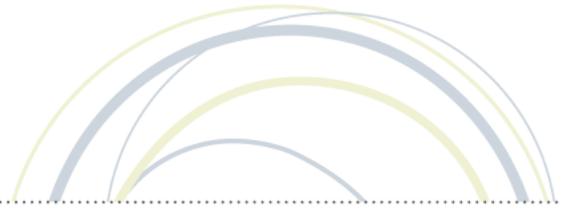
International Society for Technology in Education (ISTE)

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ABOUT

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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
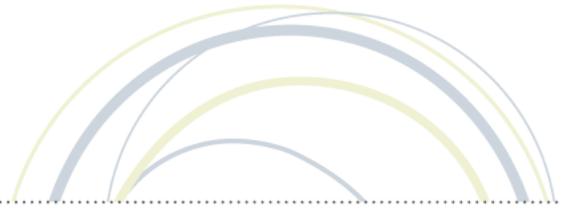
RESOURCE DESCRIPTION

WHAT IS THE IWITNESS RESOURCE?

IWitness is an educational website developed by USC Shoah Foundation providing access to more than 1,500 full life histories, testimonies of survivors and witnesses to the Holocaust and other genocides for guided exploration. The Institute's Visual History Archive gives secondary school teachers and their students the opportunity to engage in multimedia-learning activities that have connections to real-life issues facing global citizens using living history primary source resources. Teachers create a password-protected space that enables students to engage in rigorous, authentic explorations of difficult issues. The activities are designed to facilitate student choice in the media, topics, and presentation of learning. Students employ and grow their skills in searching, editing, and creating digital media while also applying close reading and writing strategies.

HOW IS THE IWITNESS RESOURCE IMPLEMENTED?

With four different categories of activities, the IWitness platform provides teachers flexibility in how this resource can be integrated into the classroom. The four different categories of activities include:

1. *Mini-Lessons*: These are brief offline lessons designed for teachers to present one or two clips of testimony on a specific theme or topic.
2. *Mini-Quests*: These activities are designed to engage students in responding to testimony through a variety of media choices.
3. *Info-Quests:* Info-quests guide students through close-reading tasks in viewing testimony while responding through a variety of media.
4. *Video-Activity:* This activity type has students creating their own video essay using the embedded video editor.

There are multiple activity types providing teachers with guides that can align by grade level and time frame. Teachers may also use the Activity Builder to customize a learning activity to meet their instructional goals.

Search capabilities allow users to identify resources by topic and/or CCSS, as well as from an expanding library of video testimony in a variety of languages. The resources available are culturally, linguistically, and geographically diverse reflecting a global perspective to the challenging issue of genocide.

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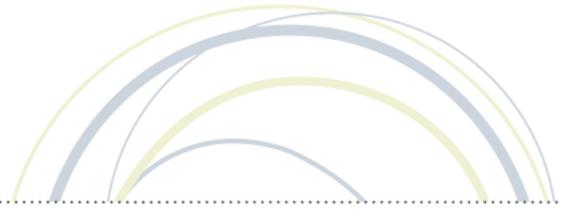
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Product: IWitness
Company: USC Shoah Foundation
Date of Award: August, 2017

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 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 IWitness resource 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 and their ability to apply technology for learning in ways that allow them to practice the skills and knowledge described in the ISTE Standards.

SCOPE OF REVIEW

ISTE reviewers examined all twenty Mini-Quests and Info-Quests, and ten Video Activities. The reviewers did not evaluate the offline mini-lessons in depth, but included a sample of two to confirm findings.

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 and indicators.
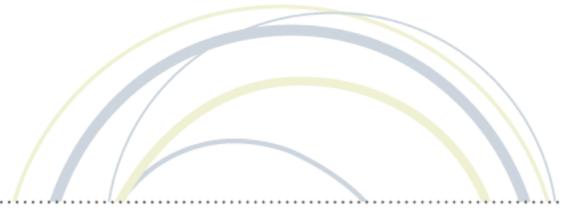- used aggregate findings to form the basis of the overall alignment results.

REVIEW FINDINGS

Reviewers found that the IWitness resources aligns to the following indicators of the 2016 ISTE Standards for Students.
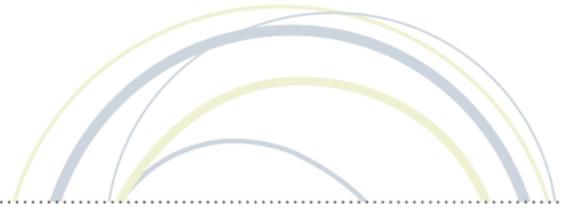
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Alignment to the
2016 ISTE Standards for Students

a.　　b　　c　　d
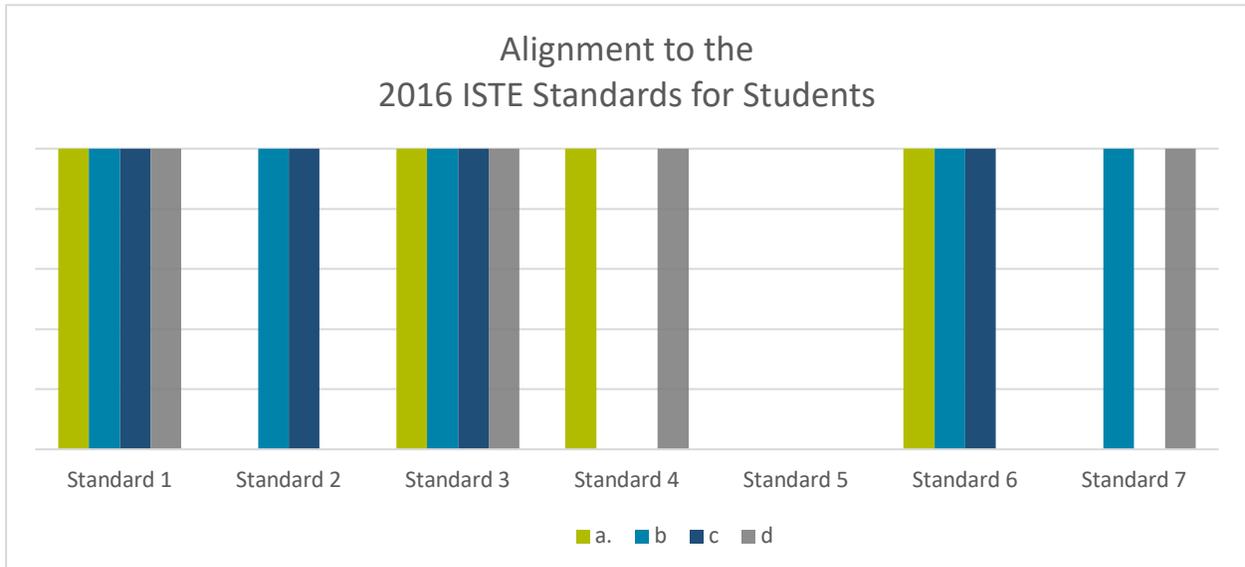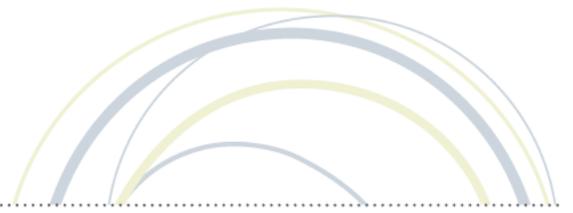
The IWitness resource aligns to the 2016 ISTE Standards for Students in the following ways:

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 are presented with a number of choices and paths to follow in completing the tasks. Activities begin with an essential question and opportunities are presented for learners to reflect on the conclusions. Collection activities are grounded in reflections on learning, points of view, and presentation of information.
1.b. Build networks and customize their learning environments in ways that support the learning process.	Students are empowered to explore and develop the topics and themes embedded in each activity that are of interest to them and media selections are made by the learner to facilitate their learning path.
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	The platform and activities provide multiple opportunities for students to share their work, provide feedback, and explore responses to issues presented in the platform.
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 activities integrate a number of media formats and tools for communicating ideas. Students use their knowledge and familiarity of working online to navigate between tools, browser windows, and media formats.
2. Digital Citizen	

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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.	Every activity includes a sharing of findings and perspective. Various social media platforms are included, with teachers determining which is the most appropriate for the task.
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	Best practices of digital citizenship are modeled throughout the platform. Info-Quests and Video Activities promote digital citizenship in the use of media in creating presentations.
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 practice multiple search strategies to curate information from both in and outside of the platform.
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	The majority of the activities from all three categories have as a component the exploration of the role propaganda and censorship played in the promotion of the concepts presented. Students must evaluate and select media that represents their ideas and compile arguments based on their findings.
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 are given multiple opportunities to curate clips, transcript, or images to contribute to their presentation of learning.
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	The connection to real-world issues and contexts is present is all activities. Activities are exemplary and engage students in exploring both historical and current events, while also connecting to a local/personal context.
4. Innovative Designer	
4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	The use of a design process is demonstrated through the use of storyboarding and graphic organizers. These tools are used as planning tools in a number of activities that result in the presentation of learning through original creations.

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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.	The topics and prompts on which the activities are based are challenging and are at a level of rigor that will require students to synthesize information at a very high level. The essential questions are open-ended and the student, in following through the activity, will have demonstrated a clear ability to work through difficult topics and bring to conclusion questions with many answers.
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.	Students are given the opportunity to select the social media platform, and their final product is intended to express personal ideas. The use of word clouds as visualizations helps students reflect and expand their ideas for effective communication.
6.b. Create original works or responsibly repurpose or remix digital resources into new creations.	Students have the opportunity to create original works and to remix from the resource library. Platform based tools facilitate the remixing of media resources where appropriate. Learners are also guided through creating works with original content.

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6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	Every activity includes a presentation of learning that is created by the student that is a reflection of their individual response to the prompt. The activities are responses to very complex ideas and utilize a variety of presentation formats.
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.	Students are encouraged to read and explore products uploaded by others on the platform. The products all reflect personal and authentic responses by students from disparate backgrounds and cultures. The activity plans include the intentional exploration of postings by others to gain different perspectives.
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.	The IWitness platform and associated activities are built around exploring global and local problems, and posing solutions.

CONCLUSION

Reviewers concluded that IWitness is a powerful resource that challenges students to explore difficult, challenging real-world issues through guided sequenced activities. Activities integrate a variety of approaches to evaluating media and creating new products. Students are given choices at strategic points during each activity and are encouraged to utilize multiple media formats. Social media tools are used to connect students with peers to gain global perspectives on the issues explored. An embedded video editor reinforces important concepts and skills related to creating digital media, evaluating content and providing feedback. Digital citizenship is modeled and reinforced throughout the platform. Overall, teachers will find challenging, rigorous activities to facilitate students exploring very complex and difficult questions in a digitally rich and engaging platform.