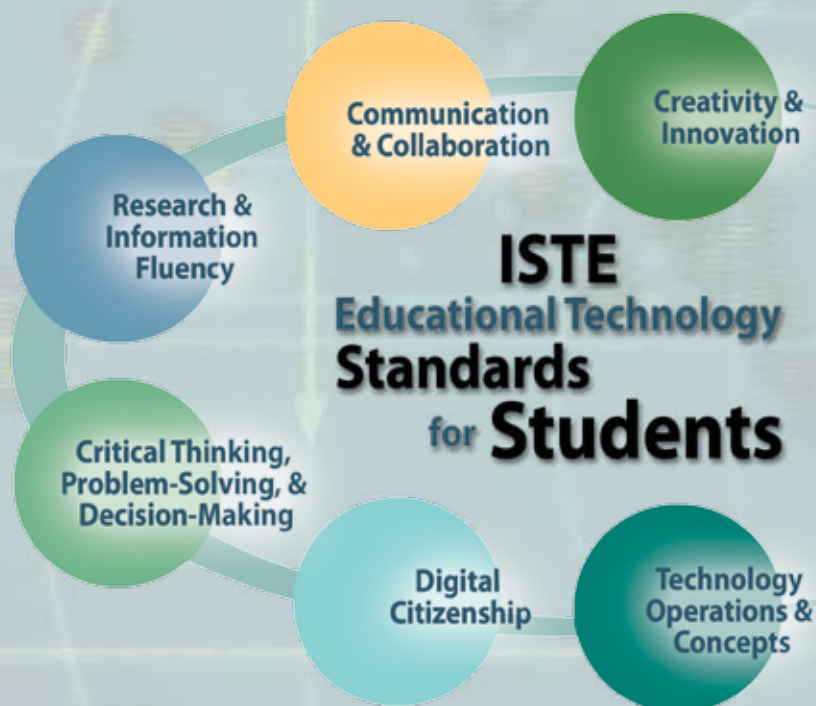# Introducing NETS•S
The Next Generation

ISTE published the National Educational Technology Standards for Students (NETS•S) in 1998 after almost three years of development engaging a broad range of stakeholders. They documented a U.S. consensus defining what students needed to know about and be able to do with technology. The standards, used in every U.S. state and many countries, are credited by most with significantly influencing expectations for students and creating a target of excellence relating to technology.

In 2006, ISTE began work on the next generation of NETS for Students, which focuses more on skills and expertise and less on tools. Specifically, they address creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving and decision-making; digital citizenship; and technology operations and concepts. NETS for Students will be unveiled at NECC 2007. NETS for Teachers (NETS•T) will be introduced in 2008, and NETS for Administrators (NETS•A) in 2009.

"Leadership in technology is best illustrated by ISTE's creation of the National Educational Technology Standards (NETS), first published in 1998. ISTE is now leading the creation of the next generation of NETS. In 1998, it was enough to define what students needed to know about and be able to do with technology. Now, we're defining what students need to know and be able to do with technology to learn effectively and live productively in a rapidly changing digital world."

—Don Knezek, ISTE CEO, 2007

The Next Generation of ISTE's
National Educational Technology Standards
for Students

I. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- **A.** apply existing knowledge to generate new ideas, products, or processes.
- **B.** create original works as a means of personal or group expression.
- **C.** use models and simulations to explore complex systems and issues.
- **D.** identify trends and forecast possibilities.

II. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- **A.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- **B.** communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- **C.** develop cultural understanding and global awareness by engaging with learners of other cultures.
- **D.** contribute to project teams to produce original works or solve problems.

III. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- **A.** plan strategies to guide inquiry.
- **B.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- **C.** evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- **D.** process data and report results.

IV. Critical Thinking, Problem-Solving, and Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- **A.** identify and define authentic problems and significant questions for investigation.
- **B.** plan and manage activities to develop a solution or complete a project.
- **C.** collect and analyze data to identify solutions and/or make informed decisions.
- **D.** use multiple processes and diverse perspectives to explore alternative solutions.

V. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- **A.** advocate and practice safe, legal, and responsible use of information and technology.
- **B.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- **C.** demonstrate personal responsibility for lifelong learning.
- **D.** exhibit leadership for digital citizenship.

VI. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- **A.** understand and use technology systems.
- **B.** select and use applications effectively and productively.
- **C.** troubleshoot systems and applications.
- **D.** transfer current knowledge to learning of new technologies.