TET1 Task 3: Technology Evaluation

Brittany Gunnels

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A Written Project Presented to the Faculty of the Teachers College of Western Governors University
TET1 Task 3: Technology Evaluation

The instructional setting for which this resource is being evaluated for is a blended learning Anatomy and Physiology course. The class utilizes online based curriculum, supplementary materials and assignments, as well as, 3.75 hours per week in a traditional classroom. The classroom environment has been carefully designed to enhance and encourage collaboration and discourse by utilizing a u-shaped desk arrangement. The teacher desk is placed at the back of the classroom to combat the idea that the teacher is the holder of all information and promote an environment where students are expected to take initiative toward becoming independent learners. This classroom arrangements not static and is regularly rearranged to support different lessons and learner needs. Additionally, this instructional setting provides easy access to power strips to insure that students are able to utilized their school-issued chrome books.

The target learners are a class of 15 high school students, ranging in age from 16-18 years old. Students are required to take this elective science course to meet the Texas credit requirements for high school graduation. The large students display a wide variation of prior knowledge, ability and learning styles. All students enrolled in the course qualify for free and reduced price lunches due to low socioeconomic status. The class is represented by 13% Hispanic, 6% African American and 80% Caucasian (Non-Hispanic). Of the 15 target students, 2 qualify for special education services, 4 students have 504 plans due to dyslexia (all have completed the offered dyslexia program) and 2 who have been identified as exceptional learners (gifted and talented).

The content covered by this course is an intense study of the human body with a secondary focus on the development of independent problem solving skills. Students perform authentic,
medically based readings, activities, simulations and assignments that require the student to apply content knowledge to solve a variety of medical obstacles and task. New content is primarily delivered through a technology medium (online curriculum, google classroom assignments/readings/posts) to provide more class time for cooperative learning and problem solving activities associated with the online lessons.

**Evaluation Tools**

The two educational technology evaluation tools that were reviewed were the Hopkins school evaluation software rubric (Hopkins Public School, 2008), accessible at [https://www.hopkinsschools.org/sites/default/files/public/downloads/software_eval_rubric.pdf](https://www.hopkinsschools.org/sites/default/files/public/downloads/software_eval_rubric.pdf), and educational software evaluation form from the *National Educational Technology Standards for Teacher: Preparing Teachers to Use Technology* (NETS Project, 2002) accessible at [https://www.rcps.info/UserFiles/Servers/Server_468571/File/Roanoke%20City/Departments/Administrative%20Departments/Technology/Instructional%20Technology/Web%20Pages/Technology%20Standards%20for%20Instructional%20Personnel%20(TSIP)/Software%20Website%20Evaluation.pdf?950a0763cd8a&sessionid=6e443813daf94877efa3c3e3c4fabd01](https://www.rcps.info/UserFiles/Servers/Server_468571/File/Roanoke%20City/Departments/Administrative%20Departments/Technology/Instructional%20Technology/Web%20Pages/Technology%20Standards%20for%20Instructional%20Personnel%20(TSIP)/Software%20Website%20Evaluation.pdf?950a0763cd8a&sessionid=6e443813daf94877efa3c3e3c4fabd01). Both of these evaluation tools are suited for evaluation of a supplemental, instructional website such as study.com.

The Hopkins school evaluation rubric (Hopkins Public School, 2008) was considered because it highlighted the important characteristics of analysis of a website for instructional purposes. It’s inclusion of topics, such as, ease of use, quality of instruction, age and content appropriateness and cost/benefit made it a viable choice for this evaluation. Although it did hit the main points that need to be considered for sound judgement of an instructional technology tool, the categories were very few, very broad and didn’t look intently enough at the software to paint a
whole picture. The categories prove difficult to quantify because each evaluator may define superior, good and poor differently. This inconsistency among evaluators allows for subjective judgement on a task that should be objective in nature.

Through analysis of the NETS educational software evaluation (NETS Project, 2002), it was apparent that the appropriate level of detail was included. The categories were well defined, the inclusion of learning strategies available to students was evaluated, the scoring system offered more clarification and gave a detailed synthesis of all appropriate information needed to make an informed recommendation. This evaluation tool address the need for objectivity in quantifying response but left a place for the evaluator notes and thoughts. The rubric is also in a user friendly format that allows the evaluator to spend less time trying to find the appropriate response and more time on the software/website itself.

**Findings and Recommendations**

Based on the completed instructional technology evaluation tool, it is clear that the benefit of using study.com far outweighs the cost of time and money. The resource does pose a potential accessibility drawback as students must be connected to an active internet connection for the resource to be available. This can be problematic for students without internet available at home. Some students may be lacking in the computational skills required to utilize this supplementary resource and could require direct instruction, modeling or help in navigating through the videos, assignments and tests. Lastly, due to the usage of videos for information presentation, there is a potential for classroom disruption by students who do not have headphones. Although there are some weaknesses illuminated by this evaluation, it should be noted that the three weaknesses described are all relatively easy to fix with the school provided technology, proper planning to
ensure that students without active internet connections at home have time to complete assignments throughout the school day and by modeling the use and navigation of the website to those that require help.

The completed evaluation tool revealed that the resource is highly user friendly and allows for differentiation among the students in the course. It provides drill/practice questions with immediate feedback, offers instruction through multiple methods (mainly audio and visual) to make the information accessible for all learners, and the videos are highly engaging for students. The option for the teacher to extend or remediate is also of great benefit for the teacher as well as the student. Lastly, the cost is very reasonable as it is a flat rate for a membership and not on a student by student price. This option also makes the resource available across curriculums without each subject having a different, costly resource all it’s own.

Following the evaluation, it is recommended that this web-based educational resource be adopted and implemented within the high school Anatomy and Physiology course. The benefits of the resource, as seen on the evaluation tool, far outweigh the weaknesses. The potential this website has to increase student achievement and engagement makes this a website worth investing in.
References


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B. Completed Educational Software Evaluation Form

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<tr>
<td>15</td>
<td>Completed NETS Educational Software Evaluation Form</td>
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</tbody>
</table>
### Instructional Software Evaluation Rubric

**Date:** ____________________________

**Evaluator:** ____________________________

**School/Position:** ____________________________

**Software Title:** ____________________________

**Publisher:** ____________________________

**Copyright/Version:** ____________________________

**Subject Area:** ____________________________

**Grade Level(s):** ____________________________

<table>
<thead>
<tr>
<th>Type of Software (✔ all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
</tr>
<tr>
<td>Reference</td>
</tr>
<tr>
<td>Simulation</td>
</tr>
<tr>
<td>Game</td>
</tr>
<tr>
<td>Problem Solving</td>
</tr>
<tr>
<td>Drill and Practice</td>
</tr>
<tr>
<td>Presentation/Authoring</td>
</tr>
</tbody>
</table>

**Check ✔ rating for each topic**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Design:</strong></td>
<td></td>
</tr>
<tr>
<td>Content Quality</td>
<td>Information is accurate, current, relevant, complete and balanced.</td>
</tr>
<tr>
<td>Curriculum Connections</td>
<td>Skills and concepts match state standards, district curriculum, and course content.</td>
</tr>
<tr>
<td>Program Perspective</td>
<td>The text and images are gender fair and free of racial, ethnic, and cultural biases or stereotypes.</td>
</tr>
<tr>
<td>Age/Grade Appropriateness</td>
<td>The reading level is suitable for the target audience; directions are understandable to users. Skills progress logically.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>The program accommodates a variety of interests, abilities, and learning styles; is usable for individual &amp; group instruction.</td>
</tr>
<tr>
<td>Engagement/Interactivity</td>
<td>Learners are actively engaged and receive timely feedback; users are motivated to continue learning and to master concepts.</td>
</tr>
<tr>
<td>Assessment Capabilities</td>
<td>The program provides meaningful individual student and group data, tracking progress toward objectives.</td>
</tr>
<tr>
<td>Graphics/Multimedia</td>
<td>Graphics, audio, video, and music are of high quality and optimize learning. Background and text are compatible and easy to read.</td>
</tr>
<tr>
<td>Layout and Navigation</td>
<td>Layout is logical, intuitive, and consistent. Screen directions are easy to follow. Pace is controllable with options for stop/pause/exit.</td>
</tr>
<tr>
<td>Topic</td>
<td>Criteria</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Support Materials:</strong></td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td>Instructions for installation and operation are easy to follow. Content summary and objectives are clearly stated. Toll free and online technical support is readily available.</td>
</tr>
<tr>
<td>Teacher’s Guide</td>
<td>Suggestions for classroom use, lesson plans, enrichment, and remedial activities are provided in print and online formats.</td>
</tr>
<tr>
<td>Student Support</td>
<td>Help within the program is easily accessible and understandable. Additional resources such as relevant web links and bibliographies are suggested.</td>
</tr>
<tr>
<td><strong>Technical Aspects:</strong></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Users can save at regular intervals to network or local drive. Save option is available for activities in progress. Printing/downloading/export/import capabilities work properly.</td>
</tr>
<tr>
<td>Adaptability &amp; Accessibility</td>
<td>Software is compatible with other installed programs. Program works on district platforms and operating systems.</td>
</tr>
<tr>
<td>Universal Design for Learning</td>
<td>The program incorporates features that support adaptive/assistive technologies.</td>
</tr>
<tr>
<td><strong>Other Considerations:</strong></td>
<td></td>
</tr>
<tr>
<td>Cost/Benefit</td>
<td>The educational benefit of using this program clearly justifies the cost when compared with existing instructional resources.</td>
</tr>
<tr>
<td>Staff Development</td>
<td>This program is consistent with current district expectations for implementation and ease of use by staff.</td>
</tr>
<tr>
<td>Additional Reviews</td>
<td>Independent online or journal reviews and/or evaluations support this program for its proposed use.</td>
</tr>
<tr>
<td><strong>Final Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Questions?** Contact your building media specialist, the district technology integration specialist, and/or the district technology support lead.

4/18/08
A. 2. NETS Educational Software Evaluation Form

Educational Software Evaluation Form

Title: ____________________________
Publisher: _______________________
Copyright: ______________________ Version: _____________
Platform/Version: ___ Mac ___ Windows
Media: ___ Diskette ___ CD-ROM ___ DVD
Also Needs: ___ Internet ___ Microphone ___ Other ___________________
Cost: __________________________

Teacher Support
DOCUMENTATION: ___ Binder ___ Booklet ___ Included on media ___ on Internet
INSTRUCTION MANUAL HAS:
___ Objectives ___ Lesson plans ___ Sample screens
___ Resource information ___ Reproducible student pages
___ Student booklets ___ Other ______________________

Content
Material is presented impartially and without bias or distortion: ___ Yes ___ No

Compared to the standards from: __________________________
Meets these standards: (Mark only one)
___ Inadequately ___ Minimally ___ Appropriately ___ Exceeds Them

Content is current: ___ No ___ Some ___ Mostly ___ Yes
Content is thorough: ___ No ___ Some ___ Mostly ___ Yes
Content is age appropriate: ___ No ___ Some ___ Mostly ___ Yes
Content is reliable: ___ No ___ Some ___ Mostly ___ Yes
Content is clear: ___ No ___ Some ___ Mostly ___ Yes
Content is fully referenced: ___ No ___ Some ___ Mostly ___ Yes

Assessment
Has pretest: ___ Yes ___ No
Has posttest: ___ Yes ___ No
Has record keeping by student: ___ Yes ___ No
Has record keeping by group: ___ Yes ___ No
Has assessment guidelines: ___ Yes ___ No

Technical Quality
Installation and Setup: ___ Difficult ___ Time consuming ___ Simple
Sound is: ___ Essential ___ High quality ___ Supplemental
Videos: ___ Run jerky ___ Run smoothly ___ Are essential ___ Not essential

Subject Areas—Please circle all that apply
ASSESS ___ IT ___ MC ___ SW
AT ___ IN ___ MM ___ SC
CC ___ KB ___ PS ___ SS
EC ___ LA ___ PRODEV ___ SN
HIPER ___ MA ___ RL ___ TE
WL

Topic: __________________________

Grades/Ability Levels—Circle the range
PK K 1 2 3 4 5 6 7 8 9 10 11 12
_______ Teacher also _______ Teacher only

Readability Level—Circle one
Easier with grade ___ Consistent ___ More difficult

Student Grouping
___ Individuals ___ Groups of 3 or 4 ___ Pairs ___ Whole group

Describe the Content:

Provides
Student journal ___ Yes ___ No
E-mail option ___ Yes ___ No
Spreadsheet ___ Yes ___ No
Calculator ___ Yes ___ No
Print options ___ Yes ___ No
Other

Final Report Card
Teacher support A B C D F
Content A B C D F
Assessment A B C D F
Technical quality A B C D F
Instructional design A B C D F

Your Overall Rating ______

Reviewer's Name: __________________________
Contact Information: _______________________
Dated: __________________________

Nets for Teachers—Preparing Teachers to Use Technology
Instructional Design

CIRCLE THE MODES THAT APPLY

AC  AU  BL  CA  CP  DE  DP  EG  EX  OP  IN  LEP  MM  PS  RF  SI  TE  TL  TU

PROMOTES
___ Creativity  ___ Collaboration  ___ Discovery
___ Higher-order thinking  ___ Problem solving  ___ Memorization

MOTIVATIONAL
___ Student controls pacing  ___ Stimulates curiosity  ___ Challenging  ___ Real-world connections

STRENGTHS:

WEAKNESSES:

DESCRIBE THE LEARNING STRATEGY INCORPORATED IN THE DESIGN: (Either here or on another page)

RECOMMENDATIONS:
Using the Educational Software Evaluation Form

The goal of this form is to provide teachers with an evaluation guide that focuses on the educational use of a technology resource. This form can be used for software, an Internet site, a laserdisc, or any other technology-based resource to be used with students.

The abbreviations and classifications used throughout the form are consistent with those in the 2002 Educational Software Preview Guide published by ISTE.

This form is not the final word on evaluation. You are encouraged to modify the criteria so they address your school’s or district’s needs. For example, cost is often crucial in determining whether a resource can be recommended for purchase. So, in addition to a rating, you might add another category—“Recommend for Purchase”—with grades or just a “yes/no” option.

USING THE FORM

1. Schedule enough time to examine materials, install any programs, explore the level of interactivity, and set up any management components.

2. Write your name and contact information in the lower left of the form. This information is only for the person collecting the information—someone who may need to clarify your comments—not for general distribution. If this review is to be viewed in a public place, then the reviewer box could contain only an identification code.

3. Use the publisher’s materials to supply the publisher, copyright, version, and cost. You may also want to list the company’s Web site. Circle all the hardware platforms that apply to the resource you are evaluating. List further needs under “Also needs,” for example, “at least 8 MB of RAM.”

4. Look through the documentation and note what is contained under the section titled “Teacher Support.” Instead of checking any of the items listed there, you may want to insert a qualifier or quantifier to indicate the quality of support material in the documentation. Many publishers now include manuals on CD-ROM or at their Internet sites; record that information, too. If the publisher provides documentation only in an electronic form, then reduce the grade for teacher support. The documentation should have all the information needed to make any necessary installations.

5. You might want to use pencil to fill in the “Classroom” section. Publishers may provide information that accurately describes their materials in relation to subject area, topic, grade level, readability, and special-needs provisions.

If you examine the material and still feel a different set of selections is more appropriate, then use your ink pen. The subjects are:

**ASSESS** Assessment (Includes tests and testing)

**AT** Fine Arts, such as music, performing arts, and visual arts

**CC** Cross Curricular

**EC** Early Childhood

**HEPER** Health/Physical Education/Recreation

**IT** Instructional Tools

**IN** Internet/World Wide Web

**KB** Keyboarding

**LA** Language Arts, English literature, and appropriate tools

**MA** Mathematics; filling in the specific area will narrow down this topic
MC  Multicultural
MM  Multimedia Production
PS  Problem Solving/Logic
PRO DEV  Professional Development
RL  Reference Library
SW  School to Work; skills taught in school that directly translate into jobs
SC  Science; filling in the specific topic will narrow down this subject
SS  Social Studies; filling in the specific topic will narrow down this subject
SN  Special Needs
TE  Tests and Testing
WL  World Languages (includes foreign language, American sign language, and ESL)

The grades are the standard grade levels; PK stands for prekindergarten.

6. Start using the technology resource. Examine it from the student's point of view, making mistakes and hitting wrong keys. Examine it from a teacher's perspective, and compare what it offers with what is needed in the classroom. Examine it as a supportive colleague and identify how else the resource might be used (e.g., which other grades, topics, etc.).

7. You might want to begin with the "Technical Quality" section. This section is quite short. If the program is not accessible, installable, or operational, then the evaluation is over. Be fair. If the resource did not perform well because of limiting hardware, then note that exception. If you used at least the minimum resources recommended by the publisher and the program still did not perform well, then grade accordingly. In your grading on technical quality, indicate the way it leaves your equipment when you're done. Does your computer monitor suddenly show a new color or a different resolution? Does the resource alter any settings without returning them to normal?

8. Under "Content," list the objective set of guidelines you are using for comparison. If you are using a curriculum guide that is in print, please state that information. For example, when examining a math program you might be comparing the content to the NCTM Standards or your state framework. List both and how well the software meets each.

9. Under "Assessment," answer the questions: Did the resource provide guidelines or rubrics for assessing student success? Are there pretests and posttests? Does the resource have built-in features for students to express what they learn, such as a presentation component? If the software allows students to print a report that could be used for assessment in a student portfolio, include that information here.

10. The very first entry under the "Instructional Design" section is the most cryptic on the form. Mode describes how the student uses the resource.

AC  Accessibility: The software was written to provide access for students with special needs. For example, it might provide a connection to an alternative input device.

AU  Authoring System: These use a code of commands that enables a nonexpert to write interactive programs. This mode also includes shell programs in which teachers insert their own problems or data.

BL  Bilingual: Verbal and/or written information or directions are available in more than one language.

CA  Creative Activity: Programs with this designation have some structure or activity that encourages students to exercise imagination and creativity.
APPENDICES

CP  Computer Programming: This denotes a computer language or software-based activity for teaching computer science or computer literacy classes.

DE  Demonstration and Presentation: This is software used to present some aspect of the curriculum or used to create a presentation of material, for example, to create slides using a slideshow option.

DP  Drill and Practice: These programs offer students unlimited practice on concepts they presumably have already learned. A good drill and practice program provides feedback to students, explains how to get the correct answer, and contains a management system to keep track of student progress.

EG  Educational Game: Usually these introduce drill and practice in a game format with a winner or scoring system.

EX  Exploration: Students can maneuver through a pre-designed environment, testing and trying various components of the environment.

GP  Guided Practice: These offer students hints, assistance, and even re-teaching as they practice a concept.

IN  Internet: The program directly connects to the Internet or World Wide Web. Some programs function fully without currently being connected to the Internet but can be connected for additional resources or interaction.

LEP  Limited English Proficiency: This is software that can be used by students who have limited English-speaking skills.

MM  Multimedia: This software facilitates the development of multimedia presentations.

PS  Problem Solving: These require student strategy and input. Most simulations (SI) and educational games (EG) require some problem solving on the students’ part but may not have PS in their mode listing.

RF  Reference: These include electronic forms of traditional references, such as dictionaries, thesauri, and encyclopedias, as well as extensive references on particular subjects.

SI  Simulation: These programs create a world on the screen where realistic conditions apply and students can see cause and effect, test hypotheses, and fix variables one by one.

TE  Testing: Program tests students on subjects already taught, records their scores, and provides the correct answer.

TL  Tool: These include word processing, desktop publishing, database management, spreadsheets, graphics, and telecommunications programs, and any software that students use to perform a task.

TU  Tutorial: The computer presents new concepts and skills through interactive text, illustrations, descriptions, questions, and problems.
TET1 TASK 3: TECHNOLOGY EVALUATION

B. 1. Completed NETS Educational Software Evaluation Form

Educational Software Evaluation Form

Title: Study.com
Publisher: Study.com
Copyright: 2019
Platform/version: Mac
Windows
Media: Diacette
CD-ROM
DVD
Also Needs: Internet
Microphone
Other headphones
Cost: $59.99

Teacher Support
DOCUMENTATION: Binder
Booklet
Included on media
Internet
INSTRUCTION MANUAL HAS:
Objectives
Lesson plans
Sample screens
Resource information
Reproducible student pages
Student booklets
Other

Content
Material is presented impartially and without bias or distortion: Yes
No
Compared to the standards from: TEKS 2018 - 2019
Meets the standards: (Mark only one)
Inadequately
Minimally
Appropriately
Exceeds Them
Content is current:
No
Some
Mostly
Yes
Content is thorough:
No
Some
Mostly
Yes
Content is age appropriate:
No
Some
Mostly
Yes
Content is reliable:
No
Some
Mostly
Yes
Content is clear:
No
Some
Mostly
Yes
Content is fully referenced:
No
Some
Mostly
Yes

Assessment
Has pretest:
Yes
No
Has posttest:
Yes
No
Has record keeping by student:
Yes
No
Has record keeping by group:
Yes
No
Has assessment guidelines:
Yes
No

Technical Quality
Installation and Setup:
Difficult
Time consuming
Simple
Sound is:
Essential
High quality
Supplemental
Videos:
Run jokily
Run smoothly
Not essential

Reviewers Name: Brittany Gunnels
Contact Information: (806) 341-2849
Dated: July 15, 2019

Classroom
SUBJECT AREAS—Please circle all that apply
ASSESS IT MC SW
AT
MM
TC
CC KB PS SS
EC LA PRODEV SN
HPER MA RL TE
WL

Topic: Anatomy and Physiology
GRADES/ABILITY LEVELS—Circle the range
PK K 1 2 3 4 5 6 7 8 9 10 11 12
Teacher only

READABILITY LEVEL—Circle one
Easier
Consistent
More difficult
with grade

STUDENT GROUPING
Individuals
Groups of 3 or 4
Pairs
Whole group

DESCRIBE THE CONTENT:

PROVIDES
Student journal
E-mail option
Spreadsheet
Calculator
Print options
Other

FINAL REPORT CARD
Teacher support
Content
Assessment
Technical quality
Instructional design

YOUR OVERALL RATING A
**Instructional Design**

**CIRCLE THE MODES THAT APPLY**

A  AC  AU  BL  CA  CP  DE  DP  EG  EX  DP  IN  LEP  MM  PS  RF  SI  TE  TL  TU

**PROMOTES**

___ Creativity
___ Higher-order thinking
___ Collaboration
___ Problem solving
___ Discovery
___ Memorization

**MOTIVATIONAL**

___ Student controls pacing
___ Stimulates curiosity
___ Challenging
___ Real-world connections

**STRENGTHS:**

This web resource is highly user friendly and uses multiple modes of instruction to make the content more accessible for all types of learners. The videos offer students an animated and engaging 10 minute review of the content taught in class by utilizing demonstrations and modeling. The practice questions provide drill/practice and higher level thinking opportunities for students to attain a solid knowledge base and extension opportunities for authentic application of the content. The pre- and post-test allows teacher to accurately gauge student comprehension levels and tailor instruction to bridge deficits and extend lessons based on student needs. The option to print transcripts of the video, supplementary worksheets and optional redo of assignments helps students access all content in the form that encourages retention on an individual basis. The cost is a flat rate that allows the teacher to utilize this resource for all students in a variety of classes making the cost to instructional benefit very reasonable.

**WEAKNESSES:**

Due to the online only delivery, students are not able to access this resource without an active internet connection which causes an accessibility issue for some students who do not have an active internet connection outside of class. The emphasis on the video can also cause disruption in class for students who watch independently if not all students have headphones with them or available to them. Students that struggle with computer skills may also find this resource difficult and may require direct instruction or teacher assistance to complete the assignments and navigation of the website.

**DESCRIBE THE LEARNING STRATEGY INCORPORATED IN THE DESIGN:** (Either here or on another page)

- Learning strategies embedded within this resource include:
  - drill and practice questions (via assignments)
  - demonstrations and modeling
  - problem solving opportunities
  - immediate feedback for both correct and incorrect answer choices
  - reteaching/remediation for concepts yet to be mastered
  - visual and audio based delivery methods
  - individual student record keeping (easily accessed by the student to check personal progress)

**RECOMMENDATIONS:**

Upon review of study.com, it is recommended for the senior level anatomy and physiology class to be used as a supplementary resource. The ability to differentiate instruction to meet an array or ability levels and student learning needs qualifies this resource as highly beneficial to both the teacher and students using it. The school’s existing, available technology addresses all of the potential weaknesses and obstacles for using this website in the classroom setting. The potential for increased student comprehension and content mastery are well worth the cost of implementation for this course.
APPENDICES

Using the Educational Software Evaluation Form

The goal of this form is to provide teachers with an evaluation guide that focuses on the educational use of a technology resource. This form can be used for software, an Internet site, a laserdisc, or any other technology-based resource to be used with students.

The abbreviations and classifications used throughout the form are consistent with those in the 2002 Educational Software Preview Guide published by ISTE.

This form is not the final word on evaluation. You are encouraged to modify the criteria so they address your school’s or district’s needs. For example, cost is often crucial in determining whether a resource can be recommended for purchase. So, in addition to a rating, you might add another category—“Recommend for Purchase”—with grades or just a “yes/no” option.

USING THE FORM

1. Schedule enough time to examine materials, install any programs, explore the level of interactivity, and set up any management components.

2. Write your name and contact information in the lower left of the form. This information is only for the person collecting the information—someone who may need to clarify your comments—not for general distribution. If this review is to be viewed in a public place, then the reviewer box could contain only an identification code.

3. Use the publisher’s materials to supply the publisher, copyright, version, and cost. You may also want to list the company’s Web site. Circle all the hardware platforms that apply to the resource you are evaluating. List further needs under “Also needs,” for example, “at least 8 MB of RAM.”

4. Look through the documentation and note what is contained under the section titled “Teacher Support.” Instead of checking any of the items listed there, you may want to insert a qualifier or quantifier to indicate the quality of support material in the documentation. Many publishers now include manuals on CD-ROM or at their Internet sites; record that information, too. If the publisher provides documentation only in an electronic form, then reduce the grade for teacher support. The documentation should have all the information needed to make any necessary installations.

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- **ASSESS**  Assessment (includes tests and testing)
- **AT**  Fine Arts, such as music, performing arts, and visual arts
- **CC**  Cross Curricular
- **EC**  Early Childhood
- **HPER**  Health/Physical Education/Recreation
- **IT**  Instructional Tools
- **IN**  Internet/World Wide Web
- **KB**  Keyboarding
- **LA**  Language Arts, English literature, and appropriate tools
- **MA**  Mathematics; filling in the specific area will narrow down this topic
MC Multicultural
MM Multimedia Production
PS Problem Solving/Logic
PRO DEV Professional Development
RL Reference Library
SW School to Work; skills taught in school that directly translate into jobs
SC Science; filling in the specific topic will narrow down this subject
SS Social Studies; filling in the specific topic will narrow down this subject
SN Special Needs
TE Tests and Testing
WL World Languages (includes foreign language, American sign language, and ESL)

The grades are the standard grade levels; PK stands for prekindergarten.

6. Start using the technology resource. Examine it from the student's point of view, making mistakes and hitting wrong keys. Examine it from a teacher's perspective, and compare what it offers with what is needed in the classroom. Examine it as a supportive colleague and identify how else the resource might be used (e.g., which other grades, topics, etc.).

7. You might want to begin with the "Technical Quality" section. This section is quite short. If the program is not accessible, installable, or operational, then the evaluation is over. Be fair. If the resource did not perform well because of limiting hardware, then note that exception. If you used at least the minimum resources recommended by the publisher and the program still did not perform well, then grade accordingly. In your grading on technical quality, indicate the way it leaves your equipment when you're done. Does your computer monitor suddenly show a new color or a different resolution? Does the resource alter any settings without returning them to normal?

8. Under "Content," list the objective set of guidelines you are using for comparison. If you are using a curriculum guide that is in print, please state that information. For example, when examining a math program you might be comparing the content to the NCTM Standards or your state framework. List both and how well the software meets each.

9. Under "Assessment," answer the questions: Did the resource provide guidelines or rubrics for assessing student success? Are there pretests and posttests? Does the resource have built-in features for students to express what they learn, such as a presentation component? If the software allows students to print a report that could be used for assessment in a student portfolio, include that information here.

10. The very first entry under the "Instructional Design" section is the most cryptic on the form. Mode describes how the student uses the resource.

AC Accessibility: The software was written to provide access for students with special needs. For example, it might provide a connection to an alternative input device.

AU Authoring System: These use a code of commands that enables a nonexpert to write interactive programs. This mode also includes shell programs in which teachers insert their own problems or data.

BL Bilingual: Verbal and/or written information or directions are available in more than one language.

CA Creative Activity: Programs with this designation have some structure or activity that encourages students to exercise imagination and creativity.
APPENDICES

**CP**
Computer Programming: This denotes a computer language or software-based activity for teaching computer science or computer literacy classes.

**DE**
Demonstration and Presentation: This is software used to present some aspect of the curriculum or used to create a presentation of material, for example, to create slides using a slideshow option.

**DP**
Drill and Practice: These programs offer students unlimited practice on concepts they presumably have already learned. A good drill and practice program provides feedback to students, explains how to get the correct answer, and contains a management system to keep track of student progress.

**EG**
Educational Game: Usually these introduce drill and practice in a game format with a winner or scoring system.

**EX**
Exploration: Students can maneuver through a predesigned environment, testing and trying various components of the environment.

**GP**
Guided Practice: These offer students hints, assistance, and even reteaching as they practice a concept.

**IN**
Internet: The program directly connects to the Internet or World Wide Web. Some programs function fully without currently being connected to the Internet but can be connected for additional resources or interaction.

**LEP**
Limited English Proficiency: This is software that can be used by students who have limited English-speaking skills.

**MM**
Multimedia: This software facilitates the development of multimedia presentations.

**PS**
Problem Solving: These require student strategy and input. Most simulations (SI) and educational games (EG) require some problem solving on the students' part but may not have PS in their mode listing.

**RF**
Reference: These include electronic forms of traditional references, such as dictionaries, thesauri, and encyclopedias, as well as extensive references on particular subjects.

**SI**
Simulation: These programs create a world on the screen where realistic conditions apply and students can see cause and effect, test hypotheses, and fix variables one by one.

**TE**
Testing: Program tests students on subjects already taught, records their scores, and provides the correct answer.

**TL**
Tool: These include word processing, desktop publishing, database management, spreadsheets, graphics, and telecommunications programs, and any software that students use to perform a task.

**TU**
Tutorial: The computer presents new concepts and skills through interactive text, illustrations, descriptions, questions, and problems.