

Checklist for Microcomputer Courseware

Program Name: Voice Thread _____ Vendor/Author: Voice Thread _____

Subject Area: Any – upload (video, photo, doc) _____ Grade Level: 7 – 12, university _____

Instructional Integrity

- | | Yes | No |
|--|-------|-------|
| 1. Is the content relevant to the instructional needs of the students?..... | X | _____ |
| 2. Is the program organized and presented in a sequential manner and in appropriate developmental steps? | _____ | X |
| 3. Is the content presented clearly?..... | X | _____ |
| 4. Are the use of graphics, sound, and color appropriate?..... | X | _____ |
| 5. Does the program provide meaningful interaction for the students?..... | X | _____ |
| 6. Does the program provide for used self-pacing? | X | _____ |
| 7. Does the material require the purchase of accompanying printed material, or is it self-sufficient? ... | _____ | X |
| 8. Does the material provide direct instruction? | _____ | X |
| 9. Does the material provide immediate feedback?..... | X | _____ |
| 10. Does the material provide a variety of built-in reinforcements? | X | _____ |

Technical Adequacy and Utility

- | | | |
|--|-------|-------|
| 1. Are the teacher's instructions well organized, useful, and easy to understand? | X | _____ |
| 2. Does material require extensive preparation or training on the teacher's part?..... | _____ | X |
| 3. Is the material of high quality? | X | _____ |
| 4. Is the size of the print clear and well spaced? | X | _____ |
| 5. Does the speed of presentation match individual learning styles? | X | _____ |
| 6. Does the student need typing skills to use the program?..... | _____ | X |
| 7. Is it "kid-proof?" | _____ | X |
| 8. Can a student use the program without supervision? | X | _____ |
| 9. Is a printout of student performance available, if desired?..... | _____ | X |
| 10. Can the program be used in a regular classroom, resource room, media center, agency, or institution? | X | _____ |

Date 10/11/11 _____ Evaluator Russell Friedman _____

Open-ended Courseware Evaluation

Program Name: ACCESO_____

Vendor/Author: U. of Kansas_____

Subject Area: Spanish_____

Grade Level: Intermediate_____

1. How appropriate is computer use for this activity?

The computer use is very intuitive and well organized. The layout of the program forms a pattern so that the student will know what to expect as he/she progresses into each subsequent unit.

2. Are the goals of the program clear? (What are they?)

The overall goals or mission statement is not readily available being that it is covered in the classroom instead of on the website. However, the expectations of each section and activity is outlined very well, explaining what the instructor expects the student to learn.

3. Does the activity in the program focus on these goals?

Yes, the activities focus very well on the overall goals for the students' success.

4. Are the instructions clear? (If not, why?)

Yes, the instructions are clear. They are all in Spanish though, so there is an expectation that the students' ability is high enough to comprehend the basic instructions.

5. Is content relevant to instructional needs of students Why or why not?

It is absolutely relevant to their instructional needs. There are frequent comprehension checks of the material covered as well as being offered in various forms. There are listening, reading, writing, and speaking activities. The content itself also comes from relevant historical information in addition to current events and popular culture.

6. How well is the program organized and presented in a sequential manner and in appropriate developmental steps?

It is organized in an excellent manner, with each of the eight units divided according to their geographical regions and displayed on each page along the top banner from left to right. Within each region, the various activity categories are always the same so that the students can form connections.

7. How does the program respond to input mistakes?

In the comprehension checks, the students have the opportunity to receive instant feedback for the answers they submit, finding out if their submissions were correct or not.

8. How appropriately is reinforcement used?

The reinforcement is very appropriate in the comprehension checks, praising the students for correct responses and giving them a direct link to the next question in the series.

9. Does the program provide for user self-pacing? Yes No

10. Is a printout of student performance available if desired? Yes No

11. What is your overall evaluation of program?

I would give this program a 5/5 because of its comprehensive, detailed, and varied approach to language learning. It is also easily and effectively incorporated into the classroom, with each in-class activity based on the site's content.

Date 10/11/11_____

Evaluator

Russell Friedman_____

Package Title: A.nnotate
Evaluator Name: Russell Friedman

Producer: Fred Howell, Robert Cannon
Organization: University of Kansas

Evaluator's Level and Subject Taught: Intermediate Spanish – University Level

Date: 10/11/11 Was your evaluation based in part on student use? Yes X No

Reviewer Statement of Non-Violation of Copyright

The producer's copyright was respected during this evaluation, and I did not copy any portion of this package. Signature: Russell Friedman Date: 10/11/11

SA=Strongly Agree; A=Agree; D= Disagree; SD=Strongly Disagree; NA=Not Applicable

Please include comments on individual items on the reverse page

Content Characteristics (indicate with an x after your selection)

1. SA A D SD NA The content is accurate.
2. SA A D SD NA The content has educational value.
3. SA A D SD NA The content is free of racial, ethnic, sexual and other stereotypes.

Instructional Characteristics

4. SA A D SD NA The purpose of the package is well-defined.
5. SA A D SD NA The package achieves its defined purpose.
6. SA A D SD NA Presentation of content is clear and logical.
7. SA A D SD NA The level of difficulty is appropriate for the target audience.
8. SA A D SD NA Graphics/color/sound are used for appropriate instructional reasons.
9. SA A D SD NA Use of the package is motivational.
10. SA A D SD NA The package effectively stimulates student creativity.
11. SA A D SD NA Feedback on student responses is effectively employed.
12. SA A D SD NA The learner controls the rate and sequence of presentation and review.
13. SA A D SD NA Instruction is integrated with previous student experience.
14. SA A D SD NA Learning can be generalized to an appropriate range of situations.

Technical Characteristics

15. SA_ **A**_ D_ SD_ NA The user support materials are comprehensive.
16. SA_ **A**_ D_ SD_ NA The user support materials are effective.
17. SA_ A_ **D**_ SD_ NA Information displays are effective.
18. **SA**_ A_ D_ SD_ NA Intended users can easily and independently operate the program.
19. **SA**_ A_ D_ SD_ NA Teachers can easily employ the package.
20. **SA**_ A_ D_ SD_ NA The program appropriately uses relevant computer capabilities.
21. **SA**_ A_ D_ SD_ NA The program is reliable in normal use.

Quality

Write a number from 1 (low) to 5 (high) which represents your judgment of the quality of the package in each division:

- 4 Content Characteristics
- 3 Instructional Characteristics
- 5 Technical Characteristics

Recommendations

- x I highly recommend use of this package
- I would use or recommend use of this package with little or no change (Note suggestions for effective use below)
- I would use or recommend use of this package only if certain changes are made (Note under Weaknesses or Other Comments)
- I would not use or recommend this package (Note reasons under weaknesses)

Describe the potential use of this package in classroom settings:

This program is used as a means through which students can peer edit a document, or collaborate on a group project without needing to meet in person. It allows students the opportunity to add annotations to a document with a variety of revision options so as to provide specific and more useful feedback to their colleagues. Additionally, instructors could use this to provide feedback for students on both drafts and final copies alike.

Estimate the amount of time a student would need to work with the package in order to achieve the objectives: (Can be total time, time per day, time range or other indicator.)

It depends on the extent through which it was used. The program has many more complex operations if a student has the time and desire to learn more. However, for simple annotations, the program can be utilized effectively in under an hour.

Strengths:

Visibility is great, a wide variety of options, free of cost, not Mac or PC dependent, accessible anywhere there is internet, online save and download options.

Weaknesses:

Not all controls are apparent upon first use, requires some practice, not compatible with photos or video.

Other Comments: