

## Rubric for eLearning Tool Evaluation

This rubric has been designed for instructors, educational developers/designers, or technical support consultants to evaluate online tools that may be used to support eLearning in higher education. The rubric supports a multi-dimensional evaluation of functional, technical, and social aspects of a resource/tool for supporting learning through online or blended avenues.

Category	Sub-category	Works Well	Minor Concerns	Serious Concerns
<b>Functionality</b>	Scale	The tool can be scaled to accommodate any size class with the flexibility to create smaller sub-groups or communities of practice	The tool can scaled to accommodate any size class but lacks flexibility to create smaller sub-groups or communities of practice	The tool is restrictive to a limited number of users and cannot be scaled
	Ease of Use	The tool has a user-friendly interface that is easy to navigate and personalize for both instructor and learner. Use is intuitive for both instructor and learner.	The tool has an interface that may be confusing to either instructor or learner; there is limited opportunity for personalization.	The interface is not user-friendly for either the instructor or learner; navigation is clunky, personalization is not an option. Unintuitive to use.
	Tech Support / Help Availability	Campus-based technical support and /or help documentation is readily available and aids users in troubleshooting tasks or solving problems experienced	Technical support and help documentation is available but limited, incomplete, or not user-friendly	Technological support and help documentation is not available
	Hypermediality	The tool allows users to communicate through different channels (audio, visual, textual) and allows for non-sequential, flexible/adaptive engagement with material	The tool allows users to communicate through different channels (audio, visual, textual) but is limited in its ability to provide non-sequential, flexible/adaptive engagement with material	The tool is restrictive in terms of the communication channels employed (audio, visual, textual) and presents information sequentially in a rigid, inflexible format
<b>Accessibility</b>	Accessibility standards	The tool meets accessibility guidelines (i.e. <a href="#">W3C WCAG 2.0 standards</a> )	The tool has some limited capacity to meet accessibility guidelines (i.e. <a href="#">W3C WCAG 2.0 standards</a> )	The tool fails meet accessibility guidelines (i.e. <a href="#">W3C WCAG 2.0 standards</a> ) or no information of compliance has been made available for the tool
	User-focused	The tool is designed to address the	The tool has some limited capacity to	The tool is restrictive in meeting the

	participation	needs of diverse users, their various literacies, and capabilities, thereby widening opportunities for participation in learning	address the needs of diverse users, their various literacies, and capabilities	diversity of needs reflective in the student body. The tool likely restricts some learners from fully participating.
	Required Equipment	Proper use of the tool does not require specialized equipment	Proper use of the tool requires equipment that is common and/or purchased at a low cost (microphone, speakers, cell phone, etc.)	Proper use of the tool requires specialized equipment requiring moderate to significant financial investment
<b>Technical</b>	Integration/ Embedding within a Learning Management System (LMS)	The tool can be embedded (as an object via HTML code) or fully integrated (e.g. LTI-compliant tools) into an LMS while maintaining full functionality of the tool	The tool can be embedded within an LMS but with limited functionality	The tool can only be accessed in an LMS through a hyperlink or static representations of the tool (e.g file export), rather than a functional version of the tool itself
	Operating Systems	Users can effectively utilize the tool with any standard, up-to-date operating system.	Users may encounter limited or altered functionality depending on the up-to-date operating system being used	Users are limited to using the tool with one specific, up-to-date operating system.
	Web Browser	Users can effectively utilize the tool with any standard, up-to-date web browser	Users may encounter limited or altered functionality depending on the up-to-date browser being used	Users are limited to using the tool through one specific browser
	Additional Technical Requirements	Users do not need to download additional software or browser extensions.	The tool uses a browser extension or software that requires a download and / or user permission to run.	The tool requires a past or version of a browser extension or software.
<b>Mobile Design</b>	Access	The tool can be accessed, either through the download of an app or via a mobile browser, regardless of the mobile operating system and device.	The tool offers an app, but only for a limited set of mobile operating systems. Tool is not accessible through a mobile browser.	Access to the tool is limited or absent on a mobile device.
	Functionality	There is little to no functional difference between the mobile and the desktop version, regardless of the device used to access it.	Core features of the main tool are functional on the mobile app but advanced features are limited. No difference in functionality between	The mobile app functions poorly such that core features are not reliable or non-existent. Significant difference in functionality depending on the mobile

			mobile devices.	device used to access the tool.
	Offline Access	Offers an offline mode: Core features of the tool can be accessed and utilized even when offline, maintaining functionality and content	Offers a kind of offline mode, where the tool can be used offline but core functionality and content are affected	The mobile platform cannot be used in any capacity offline
<b>Usage and Account Set Up</b>	Sign Up/ Sign In	Use of the tool does not require the creation of an external account or additional login; no personal user information is collected and shared	An instructor account is required but learners are not required to create an external account or additional log in	All users (instructors and learners) must create an external account or additional login, and/or personal information is collected and shared
	Cost of Use	All aspects of the tool can be used free of charge.	Limited aspects of the tool can be used for free with other elements requiring payment of a fee, membership, or subscription	Use of the tool requires a fee, membership, or subscription
	Archiving, Saving, and Exporting Data	Users can archive, save, or import and export content or activity data in a variety of formats	There are limitations to archiving, saving, or importing/exporting content or activity data	Content and activity data cannot be archived, saved, or imported exported
	Data Privacy and Ownership	Users maintain ownership and copyright of their intellectual property/data; the user can keep data private and decide if / how data is to be shared	Users maintain ownership and copyright of their intellectual property/data; data is shared publically and cannot be made private	Users forfeit ownership and copyright of data; data is shared publically and cannot be made private, or no details provided.
<b>Social Presence</b>	Collaboration	The tool has the capacity to support a community of learning through both asynchronous and synchronous opportunities for communication, interactivity, and transfer of meaning between users	The tool has the capacity to support a community of learning through asynchronous but not synchronous opportunities for communication, interactivity, and transfer of meaning between users	Communication, interactivity, and transfer of meaning between users is not supported or significantly limited
	User Accountability	Instructors can control learner anonymity; the tool provides technical solutions for holding learners accountable for their actions	Instructors cannot control learner anonymity but the tool provides some solution for holding learners accountable for their actions	Instructors cannot control learner anonymity and there is no technical solution for holding users accountable to their actions
	Diffusion	The tool is widely known and popular,	Learners' familiarity with the tool is likely	The tool is not well known/foreign, it is

		it's likely that most learners are familiar with the tool and have basic technical competence with it	mixed, some will lack basic technical competence with its functions	likely that learners are not familiar with the tool and lack basic technical competence with its functions
<b>Teaching Presence</b>	Facilitation	The tool has easy-to-use features that would significantly improve an instructor's ability to be present with learners via active management, monitoring, and engagement	The tool has limited functionality to effectively support an instructor's ability to be present with learners via active management, monitoring, and engagement	The tool has not been designed to support an instructor's an instructor's ability to be present with learners via active management, monitoring, and engagement
	Customization	Tool is adaptable to its environment: easily customized to suit the classroom context and targeted learning outcomes	Limited aspects of the tool can be customized to suit the classroom context and learning outcomes	The tool cannot be customized
	Learning Analytics	Instructor can monitor learners' performance on a variety of responsive measures. These measures can be accessed through a user-friendly dashboard	Instructor can monitor learners' performance on limited measures; or data is not presented in a format that is easily interpreted	The tool does not support the collection of learning analytics
<b>Cognitive Presence</b>	Enhancement of Cognitive Task(s)	The tool enhances engagement in targeted cognitive task(s) that were once overly complex or inconceivable through other means	The tool enables functional improvement to engagement in the targeted cognitive task(s)	The tool acts as a direct tool substitute with no functional change to engagement in the targeted cognitive task(s)
	Higher Order Thinking	Use of the tool easily facilitates learners to exercise higher order thinking skills (given consideration to design, facilitation, and direction from instructor)	The tool may engage learners in higher order thinking skills (given significant consideration to design, facilitation, and direction from instructor)	The tool likely does not engage learners in higher order thinking skills (despite significant consideration to design, facilitation, and direction from instructor)
	Feedback on Learning	Through the tool, learners can regularly receive formative feedback on learning (i.e. they can track their performance, monitor their improvement, test their knowledge, etc.)	Opportunities for receiving formative feedback on learning are available, but infrequent or limited (i.e. poor opportunities for tracking performance, monitoring improvement, testing knowledge on a regular basis)	There are no opportunities for formative feedback on learning (i.e. lacking opportunities for tracking performance, monitoring improvement, testing knowledge on a regular basis)