

## EVALUATION RUBRIC: Educational Mobile Apps (Printed version)

The purpose of this instrument is to assist school teachers in evaluating educational applications ('apps') for mobile devices, *particularly the potential of the app to support mobile pedagogies*. This instrument could also be used for teacher education purposes.

NB. This abridged version contains the rubric (only). A longer online version of the instrument contains 10 preliminary questions and can be found at: <http://www.mobilelearningtoolkit.com/app-rubric1.html>

**Directions:** Use the following rubric to examine how *use of the app's design features* might facilitate students' experiences. [Circle *one* option per row]

NB. To help with your evaluation, further notes, including examples of design features, are presented on the following pages (2-3).

	<b>3</b>	<b>2</b>	<b>1</b>
	<b>The features of this app have the potential to enable:</b>	<b>The features of this app have the potential to enable:</b>	<b>The features of this app have the potential to enable:</b>
<b>COLLABORATION</b>	Learners talking with peers online	Limited online peer discussion	No online peer discussion.
	Learners working together to create/modify digital content	Limited opportunities for learners to work together to create/modify content	No creation/modification of content together
	Learners sharing/exchanging digital content online	Limited opportunities for learners to share/exchange digital content online	No opportunities for learners to share/exchange digital content
<b>PERSONALISATION</b>	Learner choice/control over the activity	Restricted learner choice / control over the activity	No learner choice/control. External control only
	Learner customisation of the app	Restricted access to app settings or preferences	No possibilities for learner to modify / personalise the app. 'Once size fits all'.
	Learner access to unique information tailored to them	Similar / identical information provided to all learners	No access to personalised information for learners
<b>AUTHENTICITY</b>	Learners' participation in real-life activities	Restricted realism and relevancy in activities	Artificial activities only
	Realistic use of the mobile device by learners, similar to real-world experts	Restricted real-world use of mobile device by learners; only similar to experts in a small way	Contrived use of the mobile device by learners, unrelated to discipline / real life
	Opportunities for students to learn in a realistic learning space, relevant to the topic / real-life.	Restricted opportunities for learning in a realistic learning space, relevant to the topic / real-life.	Learning in a decontextualized learning space, unrelated to the topic / real-life.

**Notes / Sample features of Apps (to assist with your rubric responses on page 1)**

	<b>3</b>	<b>2</b>	<b>1</b>
<b>COLLABORATION</b>	<u>Pedagogical features</u> of the app design that may promote online peer learning conversations e.g. role-play design encourages communication; or <u>technical features</u> such as extensive, networked chat or discussion facilities e.g. in social media or multi-player game apps.	<u>Pedagogical features</u> of the app design that promote online peer learning conversations in a limited way; or <u>technical facilities</u> such as SMS, texting & message boards; & access to camera and microphone to support small group video-conferencing	<u>Pedagogical or technical features</u> promoting online peer learning conversations are absent.
	<u>Pedagogical features</u> of the app design promote co-creation of digital artefacts; or <u>technical features</u> such as co-editing facilities e.g. in a wiki or multi-player simulation app	<u>Pedagogical features</u> of the app design promote limited ways of co-creating digital artefacts; or <u>technical features</u> such as single-user editing features e.g. in iMovie app or Kahoot app.	<u>Pedagogical or technical features</u> promoting co-creating digital artefacts are absent.
	<u>Pedagogical features</u> of the app design that may promote online sharing of digital artefacts with others e.g. multi-player game suggests learner sharing; or <u>technical features</u> such as in-built links to social media or online communities; or screen sharing facilities e.g. in multi-player game apps	<u>Pedagogical features</u> of the app design that may promote online sharing of digital artefacts with others in a limited way; or <u>technical facilities</u> to share content on a small scale, such as use of email or screen sharing e.g. in Skype or Google Hangout apps	No opportunities for learners to share/exchange digital content <u>Pedagogical or technical features</u> promoting sharing of digital artefacts are absent.
<b>PERSONALISATION</b>	(More likely) <u>Pedagogical features</u> of the app design that may promote learner autonomy, such as allowing learners to choose a question or problem to explore. Also, <u>technical features</u> such as access to a range of ways to work / express (write, draw, narrate, animate etc.)	(More likely) <u>Pedagogical features</u> of the app design that may promote restricted learner autonomy, such as allowing learners to adjust limited parts of the activity. Also, <u>technical features</u> allowing learners to make minor activity adjustments such as challenge/difficulty levels, grade/age levels or time limits / rate of progress.	<u>Pedagogical or technical features</u> promoting learner autonomy are absent. e.g. Features suggest teacher control e.g. 'remote presentation' apps like Nearpod
	<u>Pedagogical features</u> or (more likely) <u>technical features</u> of the app design that allow learners to customise the app or user interface, such as access to numerous app settings or preferences for learners to tailor to their individual liking e.g. background images/music, building personal profile using motif or avatars	<u>Pedagogical features</u> or (more likely) <u>technical features</u> of the app design that allow learners to customise the app in a restricted way, such as turning location settings on/off.	<u>Pedagogical or technical features</u> promoting app customisation are absent.
	<u>Pedagogical features</u> of the app design that promote personalised information to learners informed by their past use (e.g. adaptive feedback), or <u>technical facilities</u> presenting personal information to learners based on their location, such as real-time weather data based on the user's geographical position; or facilities collecting and showing user's heart rate or personal travel information (e.g.	<u>Pedagogical features</u> such as limited choice of pathways / feedback based on past use; or <u>technical features</u> of the app design that allow learners access to personalized information in a restricted way e.g. facility to trigger information based on learner's location, or an image / QR code.	<u>Pedagogical or technical features</u> promoting personally tailored information are absent.

	activity tracker apps)		
AUTHENTICITY	<u>Pedagogical features</u> of the app design that may promote meaningful, relevant activities for the learner e.g. community projects; or <u>technical features</u> such as facilities to collect/access ‘real data’ for/from experts e.g. citizen science apps; in-built links to real-life ‘online communities’ / experts	<u>Pedagogical features</u> of the app design that promote meaningful, relevant activities in a limited way e.g. prompts to record a ‘selfie’ or publish work to a real audience beyond the class; or <u>technical features</u> such as simulations resembling a real-world activity; or learners’ adoption of realistic avatar profiles	<u>Pedagogical or technical features</u> promoting meaningful, relevant activities are absent.
	<u>Pedagogical features</u> of the app design that promote realistic use of the device in a similar way to experts (e.g. inquiry approach encourages collection of real data); or <u>technical features</u> such as links to ‘professionally relevant’, discipline-specific tools e.g. the camera facility to support observation process (like real scientist); or the microphone to take audio notes in the field (like real historian) or translate speech to text (like journalist)	<u>Pedagogical features</u> of the app design promote use of device in only a minor realistic way; or <u>technical features</u> such as limited in-built links to ‘real-life’ tools such as Google Maps, Calculator & clock e.g. ‘timestamping’ student-generated reports	<u>Pedagogical or technical features</u> promoting realistic use of the device are absent.
	<u>Pedagogical features</u> of the app design that promote numerous opportunities for situated learning (e.g. astronomy apps that suggest learners go outside at night to analyse the stars); or <u>technical features</u> such as Augmented Reality (AR) facilities to enhances relevance of physical setting	<u>Pedagogical features</u> of the app design promote limited opportunities for use in an authentic learning space; or <u>technical features</u> such as Virtual Reality (VR) facilities create a relevant, albeit simulated, virtual space, such as in Google Cardboard apps	<u>Pedagogical or technical features</u> promote irrelevant setting to topic / learners. e.g. Features suggest use in a classroom or contrived online space, such as a LMS

Disclaimer:

Any ratings emerging from use of this instrument should be considered as a *guide only*. An app’s ‘effectiveness’ as a learning tool is ultimately a function of the *context of its use and the way it is used*. Therefore, the language used in many of the items in this instrument attempts to avoid ‘techno-determinism’ by using words such as ‘potentially’ and ‘likely’.

This instrument mainly focuses on *pedagogical* aspects of mobile learning. Therefore, it does not contain items focusing on aspects such as age appropriateness, content accuracy, curriculum ‘fit’, cultural bias, language, technical attributes, navigation, user-friendly design (menus, buttons, user interface etc.), aesthetics, use of sound, graphics, and accessibility. It also does not contain items on motivation, engagement, assessment, reporting or reflection.

If you would like to evaluate *other aspects* of your app, we suggest you *also* use an instrument that suits your needs from <http://www.ipads4teaching.net/critical-eval-of-apps.html>