

Figure 6.3 Evaluation of Distance Learning Tools

Name of Tool _____

Question	Answer
What learning function does this tool fulfill?	
Does the tool support thinking and doing that aligns with the learning intentions and success criteria for the class meeting or task?	
Can the students use the tool with minimal assistance? If not, are there resources available through the libraries or instructional technology to support learners?	
How will learners with limited access to the Internet engage with this tool? Are there alternatives that achieve the same learning function?	
Does this tool have accessibility features that are aligned to digital compliance requirements (e.g., provides closed captioning, supports screen-reader software)? What are they?	
<p>Key Features Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> A way to prerecord lessons and directions <input type="checkbox"/> A written or video-based discussion forum for students <input type="checkbox"/> A means for students to submit work <input type="checkbox"/> A way to provide feedback to students about their work <input type="checkbox"/> A way for students to provide feedback to one another <input type="checkbox"/> Assessment tools that allow for formative and summative evaluation <input type="checkbox"/> A way to host individual meetings with students, families, and other professionals <input type="checkbox"/> A way to share and communicate with other teachers 	

Retrieved from the companion website for *The Distance Learning Playbook for College and University Instruction: Teaching for Engagement and Impact in Any Setting* by Douglas Fisher, Nancy Frey, John Almarode, and John Hattie. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.