

SREB

*Educational Technology
Cooperative*

Checklist for Evaluating SREB-SCORE Learning Objects

September 2007

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

This publication was produced by SREB's Educational Technology Cooperative. For more information, e-mail bthomas@sreb.org or call (404) 875-9211.

Checklist for Evaluating SREB-SCORE Learning Objects

This checklist is based on the SREB report *Evaluation Criteria for SREB-SCORE Learning Objects* and is designed to assist schools and colleges in determining the quality and effectiveness of learning objects. It is suggested that each learning object be rated to the extent to which it meets the criteria and the SREB-SCORE definition of a learning object. A learning object contains an objective, digital learning content, practice activities and an assessment component. While all of the criteria are important, it is the role of the evaluator to determine which criteria are essential as a learning object is evaluated. This evaluation is key to ensuring that learning objects placed in a state repository are high quality.

| | | | | | |
|------------------|--|----------------|--|--------|--|
| Learning Object: | | Reviewer: | | | |
| Developer: | | E-mail: | | Phone: | |
| URL: | | School/Office: | | Date: | |

DIRECTIONS: Rate each item based on the extent to which the item meets the criteria. Mark an X in the appropriate box.

Section A: Content Quality

- The content is accurate and grammatically correct, and the scope is sufficient for the intended use.

| CONTENT QUALITY | | | |
|---|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. The content is accurate. | | | |
| 2. The writing is clear and concise. | | | |
| 3. Course materials are free of errors. | | | |
| 4. The writing is fair and unbiased, and it conveys no overt or implied bias. | | | |
| 5. The content is sequenced logically and effectively. | | | |

| CONTENT QUALITY | | | |
|--|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 6. The scope of the content is appropriate as a learning object, is targeted, and provides the content and learning experiences needed to achieve the learning outcomes. | | | |
| 7. The activities are sufficient in number and scope to support the targeted outcomes. | | | |
| 8. The content has been reviewed by an external subject-matter expert in addition to the developer. | | | |

Section B: Learning Goal Alignment ---

- Learning goals and objectives are provided to outline learning expectations and are applicable and relevant to the subject matter and the audience.

| LEARNING GOAL ALIGNMENT | | | |
|---|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. The learning goals are appropriate to the intended learning outcomes. | | | |
| 2. The learning objectives are clearly or explicitly stated, either within content accessed by the learner or in the metadata (the information about a digital object that enables it to be retrieved from a database). | | | |
| 3. The learning goals/objectives, content, and learning and evaluation activities are consistent. | | | |

Section C: Feedback

- Learners are provided with constructive, relevant and frequent feedback based on their activities within the learning object.

| FEEDBACK | | | |
|---|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. Feedback supports positive learning outcomes. | | | |
| 2. Learners are provided with timely, corrective responses and feedback when asked to complete computations, answer questions or provide information. | | | |
| 3. Feedback uses language that encourages student learning and effort. | | | |
| 4. Feedback compares learner performance with the applicable criteria, illustrates performance results and explains how performance can be improved. | | | |

Section D: Motivation

- The learning environment is engaging, interactive and relevant to the intended learner.

| MOTIVATION | | | |
|--|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. The learning environment provides appropriate and engaging learning opportunities for the student. | | | |
| 2. Feedback informs learners of their levels of competence and success relative to the learning goals/objectives of the learning object. | | | |
| 3. The learning object is designed to offer the opportunity to build new knowledge, understanding or skills. | | | |
| 4. The learning object provides true-to-life learning activities, multimedia, interactivity, humor, or game-like challenges whenever possible. | | | |

| MOTIVATION | | | |
|---|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 5. The learning object provides realistic expectations and standards for success. | | | |
| 6. Learners are given adequate directions and support to engage successfully in the learning object activities. | | | |

Section E: Presentation Design

- Visual and auditory information enhances and facilitates learning.

| PRESENTATION DESIGN | | | |
|---|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. Universal Design for Learning ¹ principles (usable regardless of age, ability or situation) are employed. | | | |
| 2. The learning object content and design are attractive and appropriate for the students. | | | |
| 3. The design is clear, consistent and provides instructions for navigation and interaction that are appropriate. | | | |
| 4. Graphic elements have clear instructional purposes. | | | |
| 5. Content can be viewed with minimal scrolling. | | | |
| 6. The presentation design is consistently applied within each learning object. | | | |

¹ Universal Design for Learning principles can be viewed at <http://www.cast.org/research/udl/index.html>.

Section F: Interface Usability

- The ease of navigation, predictability and quality of the interface enhance the learner's experience.

| INTERFACE USABILITY | | | |
|--|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. Interface elements implicitly show learners how to interact with the object, or clear instructions guiding use are provided. | | | |
| 2. The interface is consistent and predictable. | | | |
| 3. Common elements, navigational buttons and text are consistently placed. | | | |
| 4. Interface actions and elements are consistent with directions that are clear and concise. | | | |
| 5. The progress of file loading and downloading is graphically or textually displayed. | | | |
| 6. Navigation provides users a way to return to the start menu, navigate within and exit from the learning object. | | | |
| 7. If animation or audio and video components are present, user control is allowed. If the medium is designed to play automatically, the user can replay, stop and control volume. | | | |
| 8. Appropriate file formats are provided to accommodate various download speeds. | | | |
| 9. Hyperlinks or buttons function correctly. | | | |

Section G: Accessibility

- The learning object provides accommodation for learners with sensory and/or motor disabilities.

| ACCESSIBILITY | | | |
|---|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. As appropriate, learning objects should be assessed to determine conformance with the WAI Priority 1 (Web Accessibility Initiative ²) specification checkpoints for accessibility. | | | |
| 2. If certain technologies used to develop content in learning objects are not accessible, the areas of inaccessibility should be noted in the metatagging. | | | |

Section H: Reusability

- The learning object can be used in varying learning contexts with learners from diverse backgrounds.

| REUSABILITY | | | |
|--|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. The learning object consists of one or more self-contained learning experiences, each addressing a single topic or learning objective and structured as a stand-alone resource. | | | |
| 2. Software requirements are identified and, preferably, are available at no cost. | | | |
| 3. Learning objects are standards-based. (See Standards Compliance criteria on Page 7 for minimum requirements.) | | | |
| 4. The learning object contains all of the resources necessary to complete the activity. | | | |
| 5. External contextual dependencies (e.g., textbooks, references and resources) are avoided. The content does not refer to a specific course, module or page. | | | |

² Web Accessibility Initiative information can be viewed at <http://www.w3.org/WAI/>.

Section I: Standards Compliance ---

- The learning object supports international standards and specifications.

| STANDARDS COMPLIANCE | | | |
|--|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. The SREB-SCORE adopted metadata is provided in tagged code within the object and is available to users. | | | |
| 2. The learning object conforms to the IMS Global Learning Consortium's Content Packaging Specification ³ or SCORM ⁴ . | | | |

Section J: Intellectual Property and Copyright ---

- The learning object metadata addresses the rights of the owner and the conditions for use.

| INTELLECTUAL PROPERTY AND COPYRIGHT | | | |
|--|-----------------------|-------------------------------|-----------------|
| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
| 1. Permission to use copyrighted materials has been obtained. | | | |
| 2. All quoted materials are cited correctly by adhering consistently to one of the commonly accepted styles for citations. | | | |
| 3. Use is allowed according to element (6.0) in SREB-SCORE Learning Object Metadata, including rights for aggregation, disaggregation or modification. | | | |
| 4. Full contact information for the copyright holder or learning object owner is provided. | | | |
| 5. If the content is developed and owned by the person submitting the learning object, a Creative Commons ⁵ or similar license is attached. | | | |

³ The IMS Global Learning Consortium's Content Packaging Specification can be viewed at <http://www.imsglobal.org/content/packaging/>.

⁴ Information on SCORM can be viewed at <http://www.adlnet.gov/scorm/index.aspx>.

⁵ Creative Commons information can be viewed at <http://creativecommons.org/>.

INTELLECTUAL PROPERTY AND COPYRIGHT

| <i>Does the learning object meet the criteria in this area?</i> | <i>Meets criteria</i> | <i>Does not meet criteria</i> | <i>Comments</i> |
|---|-----------------------|-------------------------------|-----------------|
| 6. If the learning object contains third-party intellectual property that is developed and owned by the submitter's institution or system, and written permission was obtained to publish and share that content in perpetuity, a copy of the license or permission letter is attached. | | | |
| 7. If the learning object contains third-party intellectual property within the public domain, a justification for attributing the intellectual property to the public domain, the date of development, and the person or entity that developed it is attached. | | | |
| 8. If the learning object contains third-party intellectual property for which a Creative Commons license or similar model was obtained from the copyright holder, a copy of the license is attached. | | | |
| 9. If the learning object contains third-party intellectual property for which permission was obtained from the copyright holder to publish and share that content in perpetuity, a copy of the license is attached. | | | |
| 10. If the learning object references third-party content that does not allow for free sharing, the following is attached in the metadata: <ul style="list-style-type: none"> ● a non-reproducible copy of the work (i.e., streaming media, PDF with full protection or a low-resolution thumbnail image); ● complete, current contact information for the copyright holder; and ● current costs, terms and conditions of licensing. | | | |

(07T05)