

## Online Tools Evaluation Checklist

The following checklist can be used to help determine whether an online tool is suitable to use for online teaching and learning. While this list does not cover every possible factor that determines whether a tool will be useful, a tool that meets these criteria has a higher chance of being effective.

- Accessibility** - Is the tool accessible and usable for all students? Does it adhere to the [World Wide Web Consortium's Web Content Accessibility Guidelines](#) and the college's [ADA Policy](#)? Does it follow the [Universal Design for Learning \(UDL\) Guidelines](#)? Is the tool free or affordable?
- Reliability** - Is the content in the tool reliable? Does the tool list references from where it got its information? Are those references reputable, academic sources? Does the tool indicate when it was last modified? Does it seem like it will always be available when needed and not crash?
- Interactivity** - Is tool interesting and engaging? Does it use visual or audio aids? Does it offer a way for students to directly interact with the content? Is the resource clear and concise?
- Purpose** - Does the tool serve its purpose? Is the tool helpful? Think about what you want the students to get from the tool. Does the tool effectively convey that message?
- Relevance** - Is the tool relevant to the content being covered? Does it fit into the scope of the overall course? Does the tool support the students' learning in some way?

## OER & Online Resources Evaluation Checklist

The following checklist can be used to help determine whether open education resources (OER) or online resources are suitable to use for online teaching and learning. While this list is not all-inclusive, resources that meet these criteria have a higher chance of being effective.

- Accessibility** - Is the resource accessible and usable for all students? Does it adhere to the [World Wide Web Consortium's Web Content Accessibility Guidelines](#) and the college's [ADA Policy](#)? Does it follow the [Universal Design for Learning \(UDL\) Guidelines](#)?
- Content** - Is the content in the resource accurate? Is the content supported by references? Has the content been peer-reviewed? How is the content licensed? Are you allowed to use the content and can you modify the content as necessary (see [Creative Commons Licenses](#) and [GNU Licenses](#))?
- Quality** - Is the content free of spelling, grammar, and mechanical errors? Is the content well-written and easy to follow? If visual or audio elements are used, are they high quality? Is the resource professional and well put together?
- Interactivity** - Is resource interesting and engaging? Does it use visual or audio aids? Does it offer a way for students to directly interact with the content? Is the resource clear and concise?
- Assessment** - Does the resource provide some sort of assessment to gauge the students understanding of the content? If not, can the resource be used to facilitate the creation of an assessment?
- Purpose** - Does the resource serve its purpose? Is the resource helpful? Think about what you want the students to get from the resource. Does the resource effectively convey that message?
- Relevance** - Is the resource relevant to the content being covered? Does it fit into the scope of the overall course? Does the resource support the students' learning in some way?