

Educational Application Review and Plan

App Review Guidelines and Instructional Plan

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Review Guidelines

Curriculum Connections

Curricular Connections are designed to integrate curricula as a whole by blending separate parts into a comprehensive understanding. In a school setting, the maximization of resources and instructional time with students each day is essential so discovering meaningful reinforcement activities for students during “downtime” is challenging. The younger the student, the more challenging it is to find meaningful activities they can do independently (Walker, 2011, P. 60).

Authenticity

According to Walker (2011), “The authenticity criterion addresses the quality of the practice experiences provided when using the app. Addressing the criterion of authenticity, the reviewer is asked to examine how effectively the app embeds authentic learning experiences” (p. 60). Authentic learning is an instructional approach that allows students to engage in real-world learning problems that are relevant to the learner.

User Friendliness

User friendliness is determined by how much help a student will need to effectively use the app. According to Walker (2011), “The more a student is able to launch and use an app intuitively, the higher the level of user friendliness and the higher the score on the rubric. Factors that can contribute to user friendliness include the option to have content or directions read aloud, color coding and step-by-step sequencing in math apps, and the ability of the user to customize the level of difficulty” (p. 61).

Basic functionality: What is it designed to do?

Is the app easy to use? Consider the design and usability of the app. Is the interface intuitive? Is the app simple and easy to use? Can you figure out how to use it quickly? Is the navigation obvious or hidden? Is the text readable at normal zoom? (Jonas-Dwyer, Clark, Celenza, Siddiqui, 2012, p. 55)

Audience: Who is the app designed for? What age groups (if appropriate)? Who else might like to use it, and why?

According to Jonas-Dwyer, Clark, Celenza, & Siddiqui (2012) “Is the written and visual content aimed at the appropriate level? Is the content appropriate for the prospective user: educators or students or professionals? Does the app do what it claims to do? Are

the images clear? With each user type, there will be different levels of comfort with using technology. In particular, some users will be more tech savvy than others and this also has to be considered when recommending apps” (p.55).

Supports the "4Cs" Google for Educational (2014)

- Creativity – Allows students to create in order to express understanding of the learning objectives, and try new approaches, innovation, and invention to get things done.
- Critical thinking – Allows students to look at problems in a new way, linking learning across subjects and disciplines.
- Collaboration – Allows students and (if appropriate) educators to work together to reach a goal.
- Communication – Allows students to comprehend, critique and share thoughts, questions, ideas, and solutions.

References

Google for Education Guidelines. Google Developers. (2104). Retrieved from <https://developers.google.com/edu/guidelines?hl=pt-BR>

Hennig, N. (2014). Evaluating Apps. *Library Technology Reports*, 50(8), 15-17.

Jonas-Dwyer, D. D., Clark, C., Celenza, A., & Siddiqui, Z. S. (2012). Evaluating apps for learning and teaching. *International Journal of Emerging Technologies in Learning*, 7(1), 54-57.

Walker, H. (2011). Evaluating the Effectiveness of Apps for Mobile Devices. *Journal of Special Education Technology*, 26(4), 59-63.

Rubric

	Poor	Acceptable	Superior
Review	0-2	3-4	5
Curriculum Connections	Skill(s) reinforced in the app are not clearly connected to the targeted skill or concept	Skill(s) reinforced in the app are related to the targeted skill or concept	Skill(s) reinforced in the app are strongly connected to the targeted skill or concept
Authenticity	Skills are practiced in a rote or isolated fashion	Some aspects of the app are presented in an authentic learning environment	Targeted skills are practiced in an authentic format/ problem-based learning environment
User Friendliness	Students are in continuous need of support in order to use the app	Students need a guide on hand to know how to use the app	Students can launch and navigate independently within the app
Basic functionality	Navigation of the app is complicated and requires much thought. Students run into constant issues	Students moderately navigate the app. App provides some complications with use.	App is simple, easy to use, and intuitive. Student can navigate quickly without any issues.
Audience	App's stated description meets none of its stated objectives. Content level is inappropriate and aim at users is misguided.	App's stated description meets some stated objectives. Content is somewhat appropriate and aimed at intended level.	Content is aimed at the appropriate level and user, meeting all of its stated objectives.
Supports the "4Cs"	0-1 of the 4cs are supported	2-3 of the 4cs are supported	App supports all of the 4cs
			Total /30

Socrative	Poor	Acceptable	Superior
Review	0-2	3-4	5
Curriculum Connections			App provides beneficial reinforcement to skills in question
Authenticity		App is able to provide short scenarios but is limited in providing comprehensive real-world experiences.	
User Friendliness			App is very user friendly. Able to launch and navigate without any issues. Great use of large icons.
Basic functionality			App is very simple. Able to navigate seamlessly
Audience			App provides appropriated content. New or tech savvy users should be comfortable with app use and app meets its claims.
Supports the "4Cs"		App meets 2 of the 4cs-- Critical thinking and Collaboration	
			Total 27/30

Instructional Plan

Socrative Integration into Introductory Golf Lessons

Audience

Students taking introductory golf lessons

Target population involves a wide range of diversity from the ages of 8+

Environment

Content can be accessed anywhere the student can get internet access

Learning Objectives

1. Student's will be able to recognize basic golf terms
2. Student's will be able to identify different golf clubs and their uses

Time requirements

Approximately 5 minutes

Equipment list

- A mobile device or a desktop.
- The Socrative app will required for mobile devices.
- Desktops can access the website

Personnel

Instructor/trainer- will provide instruction during the lessons and develop the quizzes associated with the classes

Student-recipient of the quizzes and lessons

Procedures

When the student signs up he/she will be instructed to download the Socrative app or visit the website via desktop. The app is easy to follow and a novice user of mobile technology shouldn't have any issues. If issues occur then instructor can provide help during first lesson. If the student is able to get access to Socrative without any issues then he/she will be provided a quiz associated with basic golf terms and images of clubs to assess their current knowledge and provide terms that the student will be familiar with during the first lesson. Additional quizzes will be provided before each lesson using different information as the student becomes more advanced.

Assessment

Students will be assessed via formative verbal evaluation before each lesson begins.

Pros/Cons

Pros

Immediate feedback
Instant response
Upload pictures to accompany questions
Multiple quiz formats

Cons

Simplicity without proper planning
Technical difficulties can occur

Why use this website/app

This tool is simple, flexible, and works on most any Web- or app-enabled device (with occasional technical difficulties). It can provide real-time results if needed that are engaging and best of all free.

What are possible issues that may arise and how would you plan to deal with them?

Student could be unfamiliar with technology. This issue would be addressed during first lesson by showing the basics of app navigation.

Students may not have access to smartphone. This issue would be addressed by having student access content online.