

# Guidelines for Reviewing and Evaluating Web pages

## Review/analysis

**Technical Considerations** — What does your computer need in order to see/hear/interact with this webpage?

- Computer Size and Speed: RAM, chip speed, Internet connection speed
- Internet Connections: modem, ethernet, DSL
- Peripherals: microphone, speaker(s), headphones, printer
- Software: browser, helper applications or plug-ins for sound, graphics, video, etc.

## **Quality and Design**

- Appearance: text, color and graphics clear/unclear, helpful/distracting
- Audio & video: clear/unclear, helpful/distracting
- Language: fast/slow/dense/sparse
- Reliability & Speed: availability, response-time, downloading and linking
- Navigating: clear organization (site map?), appropriate divisions and subheadings, links
- Engaging: design captures and keeps attention
- Activities: challenging and intrinsically motivating
- Validity: sources documented
- Links: useful? listed/evaluated/incorporated
- Contact: author and/or source contact addresses provided

## **Content**

- Objectivity: biased? accurate?
- Authenticity: cultural information, language scripted/authentic
- Appropriateness: violence/sexuality/humor/cultural norms/appropriate to target age
- Language: standard/colloquial/slang/formal/informal/native/non-native/dialect/regional
- Interest: attention getting? maintains interest?
- Currentness: information up-to-date? date of publication or update provided

## **Type**

- Instructional: language teaching/learning
- Authentic: commercial information, advertising; public information (city, art, music); personal web page

## **Intended Audience**

- Age
- Language level
- Cultural knowledge
- Academic vs. consumer
- Classroom vs. individual
- Computer-use skills

## **Instructional Purposes — Intended or Potential**

- Listening
- Speaking
- Reading
- Writing
- Culture
- Grammar
- Vocabulary
- Research

## **Adaptability**

- Usefulness for different learning levels
- Usefulness in various learning/teaching styles
- Classroom or individual setting
- Usefulness for independent work, group work, whole class

## **Interactivity**

- Navigational Control: clear and unencumbered (to what degree?)
- Sequencing: linear/branching, menu driven

## **Application/Reflection**

### **Who will be using this web site?**

- Mode: individual/class
- Language level: beginner/intermediate/advanced
- Target language goals: professional/academic/survival skills
- Target audience: nationality/age/interests, comfort level with computers and Internet navigation

### **In what kind of facility?**

- Classroom
- Lab
- Home

### **Is the web site instructionally appropriate for your students' needs? If not, why?**

- Quality
- Content
- Type
- Intended Audience
- Adaptability
- Interactivity
- Other?

### **For what purpose (curricular objectives) will you use the web site?**

- Present target language
- Present cultural information
- Prompt student discussion
- Teach a language skill
- Communication strategies
- Evaluate studentsj
- Other?

### **What teaching techniques would you use with this web site?**

- Pre-activities
- Post-activities
- Segment/whole
- Home/class/lab
- Viewing/listening/writing/...

### **What need(s) does this web site fill that cannot be met by using other materials?**

Adapted by Jenise Rowekamp from:

Gillette, S., Goettsch, K., Rowekamp, J., Salehi, N., and Tarone, E. (1999) *Connected! Using Audio, Video, and Computer Materials in the Communicative Classroom*. Master Communications Group Inc, Minneapolis MN, pp. 79-80.