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|  | EdTech Product Evaluation Report  {repName}  Completed by {repAuthor}  EdTech Evaluation Consulting, Pty Ltd. {dateEdited} |

Background

This report is based on the application of the EdTech Product Evaluation Framework developed by EdTech Evaluation Consulting. The Framework evaluates how well an educational technology fits to the needs of an educational institution. It evaluates the EdTech product against seven areas that are relevant to education. It is intended to be used in conjunction with other software evaluation frameworks, which usually look at more technical criteria.

Evaluation Method

1. The needs of the educational institution were compiled to provide a baseline to judge the appropriateness of the EdTech product.
2. The reviewer gathered all available information on the EdTech product. This included general information supplied by the Vendor as well as any independent reviews or research, etc.
3. The reviewer logged in as all types of users (teachers, learners, administrators, parents or other stakeholders).
4. The reviewer worked systematically through the product information and the product, filling in the question ratings as relevant evidence was found..

Report

The report contains two sections.

1. A SUMMARY that shows the ratings assigned per category and the overall comments and recommendations

2. A DETAILED REPORT that shows the descriptor and review comments per rating

**Content:** {content}

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| SUMMARY | Not Applicable | Below Basic | Basic | Adequate | Exceptional |
| 1.1.   Content Model |  |  |  |  |  |
| 1.2.   Learner Model |  |  |  |  |  |
| 1.3.   Pedagogical Model |  |  |  |  |  |
| 2.1.   Fit to Educational Ecosystem |  |  |  |  |  |
| 2.2.   Fit to Learners |  |  |  |  |  |
| 2.3.   Fit to Teachers |  |  |  |  |  |
| 2.4.   Fit to Administrators |  |  |  |  |  |
| 2.5.   Fit to Parents and other stakeholders |  |  |  |  |  |
| 3.1.   Evidence of effectiveness |  |  |  |  |  |
| 4.1.   Usability Standards |  |  |  |  |  |
| 4.2.   Technical Requirements |  |  |  |  |  |
| 5.1.   Classroom role |  |  |  |  |  |
| 5.2.   Teacher load |  |  |  |  |  |
| 5.3.   Reporting |  |  |  |  |  |
| 5.4.   Professional development |  |  |  |  |  |
| 6.1.   Fairness |  |  |  |  |  |
| 6.2.   Accessibility |  |  |  |  |  |
| 6.3.   Trust |  |  |  |  |  |
| 6.4.   Ethics |  |  |  |  |  |
| 7.1.   Compliance |  |  |  |  |  |
| 7.2.   Personal Information (PI) |  |  |  |  |  |
| 7.3.   Personal Identifiable Information (PII) |  |  |  |  |  |
| 7.4.   Data breaches |  |  |  |  |  |

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| Summary comments |
| Recommendations  {recommendation}  Completed by {recommendationAuthor} |

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| DETAILED REPORT | Not Applicable | Below Basic | Basic | Adequate | Exceptional | Comments |
| **1.     Educational Theory** | | | | | | |
| 1.1.   Content Model | Not Applicable | There is no evidence of the content model used. | States the main topics of the domain area covered. Lacks detail. | States the main topics and sub-topics of the domain area covered. Shows links to existing curricula. | Detailed statement of topics and subtopics covered. Shows links to existing curricula. Shows pre-requisite content required. |  |
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| 1.2.   Learner Model (how the system tracks what the learner knows and can do) | Not Applicable | There is no evidence of the learner model used. | The learner model relies only on raw scores from selected response questions and reports progress in a summative way. | The learner model uses a mix of raw scores from selected response questions and other questions, and reports progress in a summative way. | The learner model uses a mix of raw scores from selected response questions and other questions, as well as measures derived from log data. Formative use is made of the learner model to provide feedback during and after learning. |  |
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| 1.3.   Pedagogical Model | Not Applicable | There is no evidence of the pedagogical model used. | The pedagogical model is based on behaviourist methods. The system is the source of knowledge. There is little or no use of interactivity. | The pedagogical model is based on constructivist methods. Learners have the opportunity to construct knowledge. There is much use of interactivity with the system. | The pedagogical model is based on constructivist or social constructivist methods. Learners have the opportunity to work together and to construct knowledge. There is much use of interactivity with the system and with other learners. |  |
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|  | Not Applicable | Below Basic | Basic | Adequate | Exceptional | Comments |
| **2.     Implementation Approach** | | | | | | |
| 2.1.   Fit to Educational Ecosystem | Not Applicable | Does not fit with existing education systems. | Can be used alongside existing education systems but with little or no import/export to them. | Can be partially integrated with existing education systems and can import/export data to them. | Can be fully integrated with existing education systems and can easily import/export data to them. |  |
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| 2.2.   Fit to Learners | Not Applicable | Does not fit to Learners' needs | It is unlike other existing education systems in use. Learners will have to learn new skills to use it. Is not fully appropriate for the age and ability of the learners. | It is similar to other existing education systems in use. Learners will **not** have to learn new skills to use it. It is mostly appropriate for the age and ability of the learners. | It is very similar to other existing education systems in use. Learners will **not** have to learn new skills to use it. It is fully appropriate for the age and ability of the learners. |  |
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| 2.3.   Fit to Teachers | Not Applicable | Does not fit to Teachers' needs | Teachers will have to spend considerable time learning how to use it. It does not assist their work very much. | Teachers will have to spend a moderate amount of time to learn how to use it. It moderately assists their work. | Teachers may have to spend some time to learn how to use it. It assists their work significantly. |  |
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| 2.4.   Fit to Administrators | Not Applicable | Does not fit to Administrators' needs | Administrators will have to spend considerable time learning how to use it. It does not provide any significant efficiency or effectiveness gains. | Administrators will have to spend a moderate amount of time learning how to use it. It provides moderate efficiency or effectiveness gains. | Administrators may have to spend a moderate amount of time learning how to use it. It provides significant efficiency or effectiveness gains. |  |
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|  | Not Applicable | Below Basic | Basic | Adequate | Exceptional | Comments |
| 2.5.   Fit to Parents and other stakeholders | Not Applicable | Does not fit to Parents' and other stakeholders' needs | Parents/other stakeholders have limited access to the product. It does not provide any actionable information. | Parents/other stakeholders have good access to the product. It provides some actionable information. | Parents/other stakeholders have excellent access to the product. It provides much actionable information. |  |
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| **3.     Evidence** | | | | | | |
| 3.1.   Evidence of effectiveness | Not Applicable | No evidence the product is supported by research. | Product has a well-defined logic model or theory of action supported by research. There may be some effort underway to determine effectiveness. | Product has a well-defined logic model or theory of action supported by research. Supported by one or more well-designed and well-implemented correlational or quasi-experimental studies that demonstrate effectiveness. | Product has a well-defined logic model or theory of action supported by research. Supported by one or more well-designed and well-implemented randomized control experimental studies that demonstrate effectiveness. |  |
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| **4.     Usability** | | | | | | |
| 4.1.   Usability Standards | Not Applicable | Attention to usability is not evident. | Use is not intuitive. Users need to learn how to use the system. Functions are not efficient. It is easy to make errors. | Use is generally intuitive. Users can fairly easily learn how to use the system. Functions are generally efficient. Users don't make many errors. | Use is intuitive. Users can easily understand how to use the system. Functions are efficient. Users seldom make errors. The system may meet formal accepted Usability Standards such as ISO 9241. |  |
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|  | Not Applicable | Below Basic | Basic | Adequate | Exceptional | Comments |
| 4.2.   Technical Requirements | Not Applicable | Technical requirements are unclear. | The product requires hardware or connectivity specifications that cannot be met for many learners or users. The system may not work on all operating systems or devices. | The product requires hardware or connectivity specifications that can be met for most, but not all learners or users. The system may not work on all operating systems or devices. | The product requires hardware or connectivity specifications that can be met for all learners or users. The system works on all operating systems or devices. |  |
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| **5.     Teacher role** | | | | | | |
| 5.1.   Classroom role | Not Applicable | Teacher is not involved. | Primarily the product works solely with the learner. The teacher cannot monitor learners during learning or intervene. Teacher only receives reports after learning sessions. | The product allows the teacher to monitor learners during learning but not intervene. Teacher only receives reports after learning sessions. | The product provides multiple ways that the teacher can monitor learners during learning and intervene for individuals and the whole class. Teacher receives live, ongoing reports during learning sessions. |  |
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| 5.2.   Teacher load | Not Applicable | Teacher load is increased. | The teacher workload is not affected by the use of the product. | The teacher workload is moderately decreased by use of the product. | The teacher workload is substantially decreased by use of the product. |  |
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|  | Not Applicable | Below Basic | Basic | Adequate | Exceptional | Comments |
| 5.3.   Reporting | Not Applicable | There is no reporting. | Reporting is only to learners, not teachers or administrators. Reporting is based on simplistic, correct/incorrect reporting. Reporting is not related to learning objectives. Reporting does not help to differentiate instruction. | Reporting is to learners and teachers and may include administrators. Reporting is based on a range of student responses and teacher input. Reporting is related to learning objectives. Reporting helps a little to differentiate instruction. | Reporting is to learners, teachers and administrators. Reporting is based on a range of student responses, logged actions during learning and teacher input. Reporting is related to learning objectives. Reporting helps a lot to differentiate instruction. |  |
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| 5.4.   Professional development | Not Applicable | There is no professional development. | Professional development is simplistic and only covers basics like how to set up the learning sessions. Professional development requires face-to-face sessions with no online options. | Professional development covers all aspects of how to use the product. Professional development can be done online with face-to-face options. | Professional development covers all aspects of how to use the product. PD includes how to integrate use into the broader learning landscape and how it links to curricula. Professional development can be done online with face-to-face options. |  |
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| **6.     F.A.T.E (Fairness, Accessibility, Trust & Ethics)** | | | | | | |
| 6.1.   Fairness | Not Applicable | There is no evidence that learners have equal access to the product and its features. | Not all learners have equal access to the product and its features. There is little evidence that there is no difference in learning outcomes for minority or under-served populations. | All learners have equal access to the product and its features. There is some evidence that there is no difference in learning outcomes for minority or under-served populations. | All learners have equal access to the product and its features. There is strong evidence that there is no difference in learning outcomes for minority or under-served populations. |  |
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|  | Not Applicable | Below Basic | Basic | Adequate | Exceptional | Comments |
| 6.2.   Accessibility | Not Applicable | Attention to accessibility is not evident. | Accessibility is basic, with a few features that allow the product to accommodate the special needs of users. | Accessibility is good with several features that allow the product to accommodate the special needs of users. If web-based it meets the latest Web Content Accessibility Guidelines (WCAG). The product is operable with external accessibility devices. | Accessibility is excellent with many features that allow the product to accommodate the special needs of users. If web-based it meets the latest Web Content Accessibility Guidelines (WCAG). The product is fully operable with external accessibility devices. |  |
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| 6.3.   Trust | Not Applicable | The vendor has no evidence of effectiveness from trusted independent sources. | The Vendor provides little evidence of effectiveness from trusted independent sources. | The Vendor provides moderate evidence of effectiveness from trusted independent sources. | The product provides comprehensive evidence of effectiveness from trusted independent sources. |  |
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| 6.4.   Ethics | Not Applicable | It is not possible to establish if the product has been designed in an ethical way. | It is not very clear if the product has been designed in an ethical way. It is hard to establish that data are only used for appropriate purposes. The Vendor provides no explanation of how learning decisions are made and how they are fair. It is impossible to determine if algorithms used were derived from/trained on unbiased data sets. | The product has been designed in an ethical way. Data seem to be used for appropriate purposes. The Vendor provides some explanation of how learning decisions are made and how they are fair. It is not clear if algorithms used were derived from/trained on unbiased data sets. | The product has been designed in an ethical way. Data are clearly used for appropriate purposes. The Vendor clearly explains how learning decisions are made and how they are fair. Algorithms used were derived from/trained on unbiased data sets. |  |
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|  | Not Applicable | Below Basic | Basic | Adequate | Exceptional | Comments |
| **7.     Information Security** | | | | | | |
| 7.1.   Compliance | Not Applicable | No evidence the Vendor has an information security risk management program. | There is evidence of a basic level information security risk management program. There are some protections in place. | There is evidence of a moderate level information security risk management program. There are good protections in place. | There is evidence of a solid performing information security risk management program. There are strong protections in place. |  |
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| 7.2.   Personal Information (PI) | Not Applicable | There is no evidence of what PI is collected. | It is unclear what PI is collected. It is unclear how PI is processed, transmitted and stored. | It is clear what PI is collected. It is not clear how PI is processed, transmitted and stored. | It is very clear what PI is collected. It is clear how PI is processed, transmitted and stored. |  |
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| 7.3.   Personal Identifiable Information (PII) | Not Applicable | There is no evidence of what PII is collected. | It is unclear what PII is collected. It is unclear how PII is processed, transmitted and stored. | It is clear what PII is collected. It is not clear how PII is processed, transmitted and stored. | It is very clear what PII is collected. It is clear how PII is processed, transmitted and stored. |  |
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| 7.4.   Data breaches | Not Applicable | Vendor has had previous data breaches. | Unsure if the vendor has had previous data breaches. | It seems likely that the vendor has **not** had previous data breaches. | The vendor definitely has **not** had previous data breaches. |  |
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