Everyday Technology Rubric

When considering repurposing or implementing a new technology, use this rubric to help you evaluate the applicability of the tool.

This rubric has been modeled off the Rubric for eLearning Tool Evaluation:
https://teaching.uwo.ca/pdf/elearning/Rubric-for-eLearning-Tool-Evaluation.pdf

Category	Criteria	Works Well	Minor Concerns	Serious Concerns	Notes
Functionality	Scale	The tool can be scaled to accommodate any size class with the flexibility to create smaller sub-groups	The tool can be scaled to accommodate an size class but may require students to work in groups and lacks the flexibility to create smaller sub-groups	The tool is restrictive to a limited number of users and cannot be scaled	
	Tech Support / Help Availability*	Students are already very familiar with the tool and/or help documentation is readily available and aids users in troubleshooting tasks or solving problems experienced	Students are not already familiar with the tool and/or help documentation is limited, incomplete, or not user friendly	Help documentation is not available	
Feasibility	Required Equipment	Intended use of the tool does not require equipment beyond what is typically available to instructors and students	Intended use of the tool requires specialized equipment (e.g. smart phone if not required by University or tablet) and may require purchase of equipment at a low cost	Intended use of the tool requires specialized equipment requiring moderate to significant financial investment	
	Cost of Use	All aspects of the tool can be used free or charge	Limited aspects of the cool can be used for free with other elements requiring payment of a fee, membership or subscription	Use of the tool requires a significant fee, membership or subscription	

*This includes YouTube videos, online tutorials, and other help documentation not created by the University/School or the Software developer.

Technological	Integration with a Learning Management System (LMS)**	The tool can be embedded or fully integrated into an LMS and/or works within the LMS grading system	The tool cannot be fully integrated into the LMS	The tool cannot be accessed through a LMS	
	Additional Downloads	Students do not need to download another app or browser extension (how everyday is this technology?) and/or students will be using a device required or provided by the educational institution	The tool uses an app that will take up space and memory on the student's personal device	The tool requires out of date or past software versions	
Teaching & Facilitating	User Accountability	Instructors have a plan to control learner anonymity and/or the tool provides technical solutions for holding learners accountable for their actions	Instructors cannot control learner anonymity but the tool provides some solution for holding learners accountable for their actions	Instructors cannot control learner anonymity and there is not technical solution for holding users accountable for their actions	
	Synchronicity	The tool has the capacity to support both asynchronous and synchronous opportunities for communication and interactivity	The tool has the capacity to support asynchronous opportunities for communication and interactivity	The tool requires synchronicity to promote communication and interactivity	
	Learning Analytics	Instructor can monitor students' performance on a variety of responsive measures. These measures can be accessed or downloaded	Instructor can monitor students' performance on limited measures or data is not easily saved	Tool does not support the collection of learning analytics	
Cognitive Presence***	When designing your activity based around everyday technologies it is important not to use technology for technology's sake. • the tool enhances engagement in a targeted task (and possibly makes it easier to process) • tool allows students to exercise higher order thinking skills • students have an opportunity to receive formative feedback or facilitates continued opportunities for continued or out-of-class learning				

** Integration through the LMS is not necessary, but being mindful of how may logins and passwords a student needs to keep track of should be taken into consideration. For everyday technologies that utilize mobile devices, logging in may not pose a problem if they use their personal device. If the tool scores poorly on this category, however, the Learning Analytics and record becomes more significant if student participation is to be graded.

***This category does not need to be scored, but should be taken into consideration when planning a technology intervention