

EDUCATIONAL TECHNOLOGY CHECKLIST

| Functionality | |
|--------------------------------------|--|
| <input type="checkbox"/> | Does the tool have a user-friendly interface and is it intuitive/easy to use? |
| <input type="checkbox"/> | Can the tool be scaled to accommodate various class sizes? |
| <input type="checkbox"/> | Does it allow for flexible and adaptive engagement with material? |
| Technical | |
| <input type="checkbox"/> | Can any standard up to date browser and operating system be used? |
| <input type="checkbox"/> | Is technical support and documentation readily available? |
| <input type="checkbox"/> | Does the tool integrate with Canvas? |
| Accessibility & Inclusion | |
| <input type="checkbox"/> | Does the tool meet accessibility standards? (eg. W3C WCAG 2.0/3.0 standards) |
| <input type="checkbox"/> | Can the tool be accessed through a mobile device without any functional differences? |
| <input type="checkbox"/> | Does the tool allow learners to communicate in different ways (audio, visual, textual)? |
| <input type="checkbox"/> | Is the tool free or reasonably priced for students? |
| Privacy | |
| <input type="checkbox"/> | Does the tool require the creation of an external account or log in? Have you contacted the SFU privacy office at privacy@sfu.ca and cleared privacy including a Privacy Impact Assessment for the tool? |
| <input type="checkbox"/> | Does the instructor retain ownership over their intellectual property? |
| Teaching and Learning Considerations | |
| <input type="checkbox"/> | Does the tool support a community of learning? |
| <input type="checkbox"/> | Does the tool enhance and improve learning engagement? |
| <input type="checkbox"/> | Is the tool easily customized to suit the classroom context and learning outcomes? |
| <input type="checkbox"/> | Does the tool easily facilitate learners' ability to exercise higher order thinking skills? |
| <input type="checkbox"/> | Can instructors monitor students' performance on a variety of measures? |
| <input type="checkbox"/> | Can learners effectively receive formative and summative feedback on learning? |

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