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 students
• 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: