

SGET 700: Tools for the Development of Instruction

Buddy Check #2: Educational Design

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1. Comment on Home Page effectiveness. Is the home page effective? Do the graphics engage the user? Do they reinforce the site's objectives? Is an overarching question or purpose evident when first entering the site. If a splash page is used, does it add value to the site. Do the graphics and layout draw you in? Is there any addition or change that would improve the page in these areas?

The homepage does not have a lot of graphics, but the header image is effective. The homepage is clean and gives the intended audience, high school students, a clear sense of the purpose of the site. The header image draws me in. I would maybe add another image within the "text" section of the site.

2. Comment on home page cognitive effect. Are site objectives clear? Based only on the home page, give a brief description of the sites objectives and purpose are. Is the content written in clear, concise, and age appropriate language? Is an attempt made to relate to user interests and goals. Is that effective? What changes would improve the home pages effectiveness in these areas?

Based on just the homepage, I can tell that the site is an online novel study on The Great Gatsby. The summary given is written appropriately for high school students. I would maybe bullet list the objectives for students on the homepage.

3. Comment on the Learning Activities included in this site. Do they closely relate to the site's objectives and audience? Are they easy to locate? What do you feel are the requisite skills that must be addressed in order to reach the objective? Are activities developed to build on prior skills? Are they scaffolded to lead learners from basic to advanced skills? Will examples or a model be included? Would this benefit the site or be unnecessary?

The learning activities on this site relate to the objective of a novel study. They are all easy to locate. The tabs on the menu specifically tell us where to find each piece of information. The students need to complete vocabulary and reading blogs prior to taking quizzes and tests. Models and

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examples are not needed. The blogs have introduction posts, which assist the students in completing the assignments.

4. Comment on the Activity/Process of this site. Is each step of the process stated clearly and accurately defined? Are they sequenced so that so that needed knowledge/skills would logically be acquired by the user? Are directions accurate, explicit, clearly stated, and written in age-appropriate language. Does this site include references to an example or model? Would doing so improve the process? As a user of the site, give feedback as to improving directions or other verbiage.

All activities are numbered and in sequential order. All directions are clearly explained. No examples are given or needed. All verbiage is clear and consistent.

5. Comment on the effectiveness of the site relating to desired outcomes. Are outcomes clearly stated. Is this done in a way that users will readily understand? Are outcomes closely related to learning objectives and activities. Do desired outcomes build from basic to more advanced?

The site clearly helps students identify what they should accomplish. The activities allow students to accomplish the outcomes laid out for them.

6. Comment on the evaluation instruments included in this site. Are evaluation tools easy to find? Is the language used clear and appropriate to the audience? Is evaluation criteria specific and easy to interpret? Are there additions or changes that would aide you as a learner? Are there alternate evaluation tools that might benefit you as a learner?

I cannot find or see any of the evaluation tools. I am sure they are appropriate.