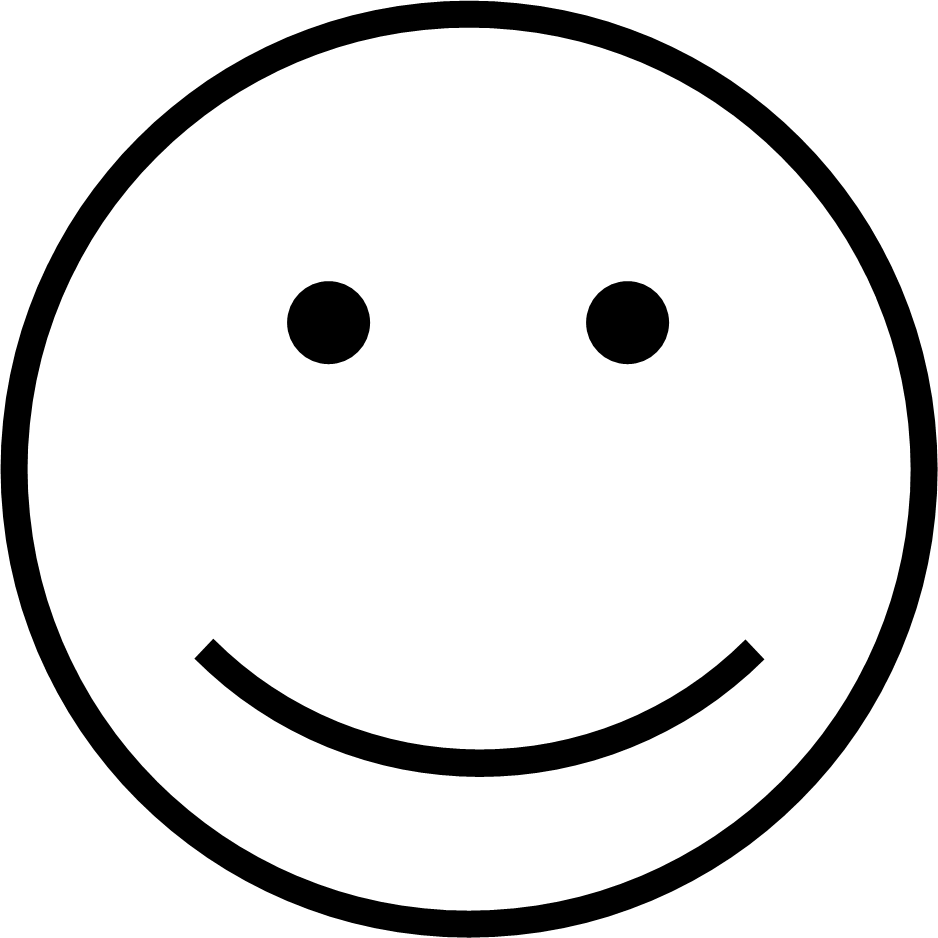
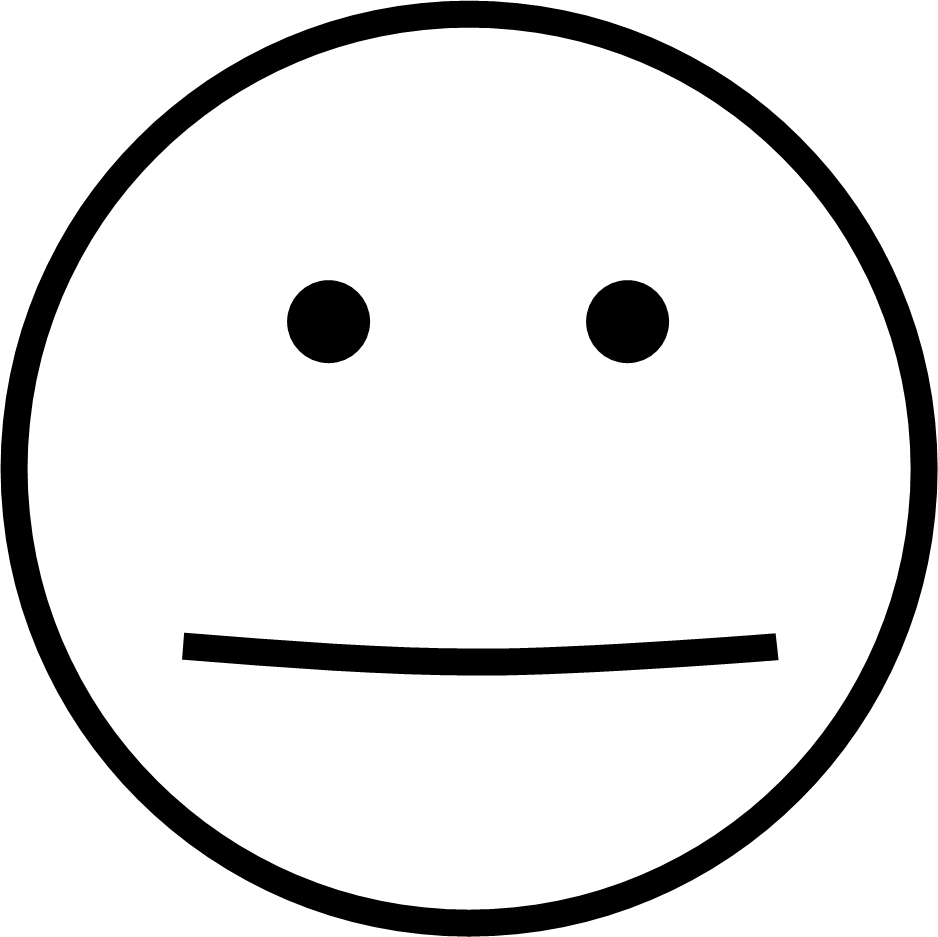
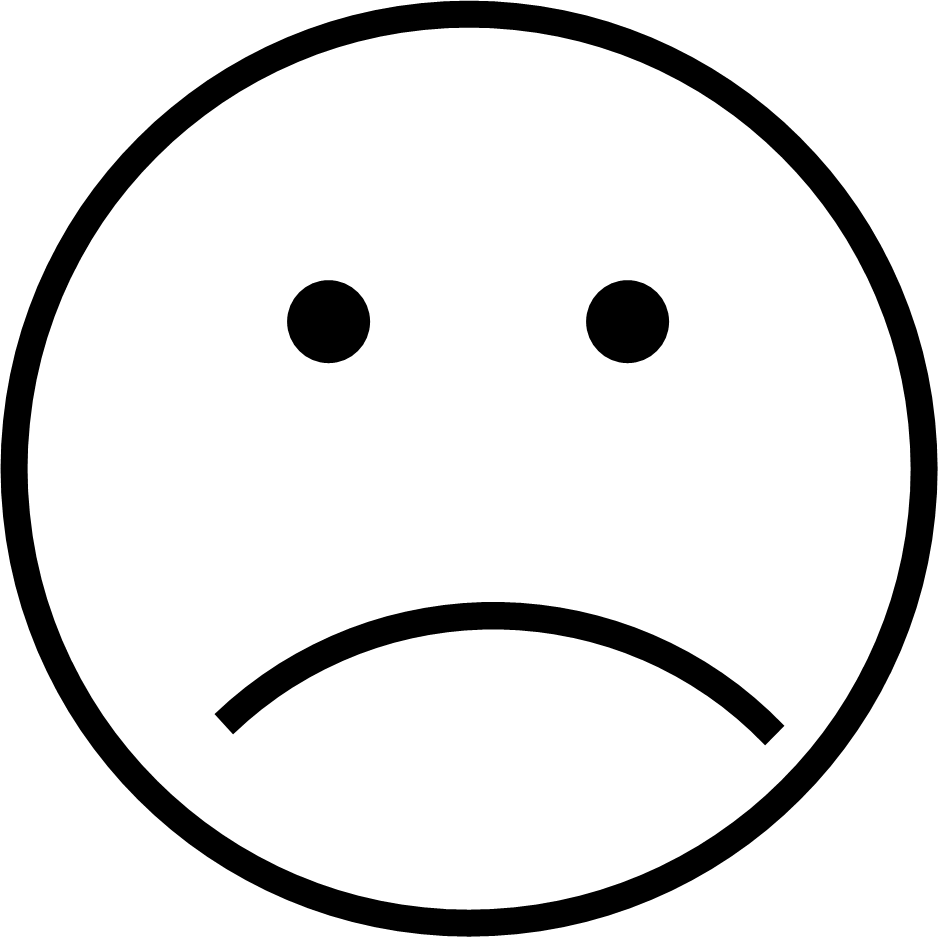
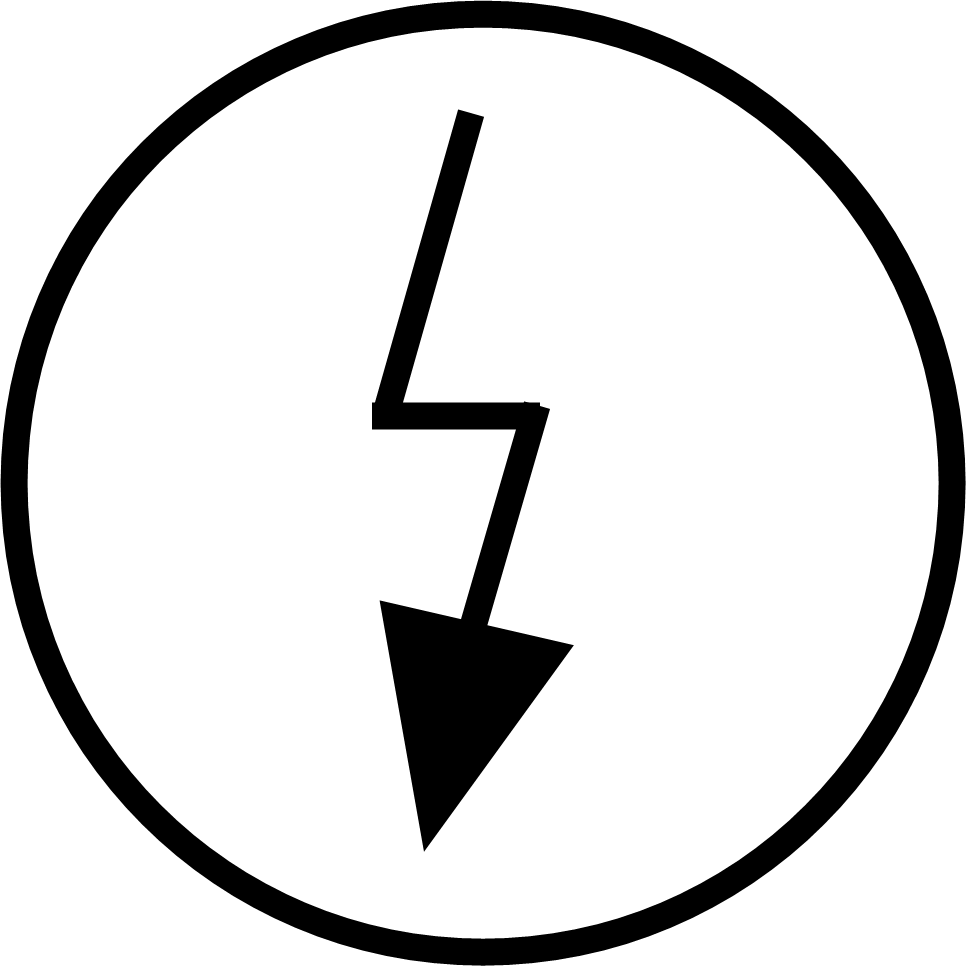
Criteria Catalog

**Caption**:   
 is present/perceptible  
 is partially present/perceptible  
 is hardly present / perceptible  
 not available/assessable

Eher nicht

erkennbar

nicht bewertbar/  
vorhanden

|  |  |
| --- | --- |
| General Data/General Information | Comment / Note |
| Title of the material/educational medium/... |  |
| Link/access method |  |
| Brief summary |  |
| "Key data" (e.g., price, technical requirements, etc.) |  |
| Meta data for findability (e.g., in portals/databases)? |  |
| Goal (e.g., collaborative writing) |  |
| Target group (e.g., age, suitability for inclusive settings, references to subjects/learning areas) |  |
| Relevant legal information (relevant information on copyrights/licenses and data protection) |  |
| Evaluations or accompanying research |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Technology and Design |  |  |  |  |
| **1. Usability** |  |  |  |  |
| Usability: effective, efficient, satisfactory, intuitive, no distracting elements, ... |  |  |  |  |
| Comprehensibility (e.g., navigation & structure, layout, language, focus on the essentials, pictograms ...) |  |  |  |  |
| **2. Accessible: perceptible to all, operable, understandable, and robust** |  |  |  |  |
| Provide easy language & linguistic alternatives (sign language, audio description, alternative texts ...) |  |  |  |  |
| Customizability (editable file formats, font size, contrast, digital magnifier, pause function ...) |  |  |  |  |
| Legibility (font, line spacing, character spacing, line length...), (background info: For elementary school children as well as screen media sans serif, for... + links) |  |  |  |  |
| Motor accessibility (sufficient space to facilitate access and use, independent of mobility, posture, and stamina, alternative controls [e.g., head mouse, eye control]) |  |  |  |  |
| Tolerance for mistakes (e.g., orthographically "Walt" is recognized as "forest", allow repetitions) |  |  |  |  |
| **3. Assistance resources (e.g., help button, help videos, metacognitive prompts, diagrams, examples...)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Didactic Design |  |  |  |  |
| Relation to the living world, action and product orientation |  |  |  |  |
| Suitability for collaborative learning |  |  |  |  |
| Suitable as a shared medium (e.g., everyone can work with the app) and/or enables exchange (e.g., via comments, later in a sitting circle) |  |  |  |  |
| Enabling self-discovery learning and autonomy support |  |  |  |  |
| Democratic values (transparency, participation for teachers and learners, representing diversity ...) |  |  |  |  |
| Feedback (self-control, peer feedback, ...) and sense of achievement (clarification of learning progress) |  |  |  |  |
| Diagnostic potential |  |  |  |  |
| Adaptability (degree of difficulty, processing time, ...) and assistance (e.g., hint cards, predefined sentence beginnings and task steps, breaking down into small units/ partial steps) |  |  |  |  |
| Suitability for individualized learning (multiple differentiation options, individualization) |  |  |  |  |
| Tolerance for mistakes (prevent mistakes, use mistakes productively) |  |  |  |  |
| Motivation (appealing design, consideration of preferences) |  |  |  |  |

|  |
| --- |
| Anmerkungen / Bewertung |
|  |