

Criteria Catalog

Caption:



is present/perceptible



is partially present/perceptible







is hardly present / perceptible



not available/assessable

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