

## Learning Technology Product Evaluation

The Learning Technologies Evaluation Tool will take approximately 30 minutes to complete if you have assembled all of your documentation, supporting files, etc before starting.

The Center for Excellence in Teaching and Learning recommends that you review/preview the survey questions and gather your supporting documentation prior to submitting the survey. You may start the survey and complete at a later time (from the same computer).

Examples of supporting documentation you'll want to submit includes:

- References
- Product Roadmaps
- Efficacy Studies
- Completed [Voluntary Accessibility Template \(VPAT\)](#)
- Completed Security Documentation
  - [GSU](#)
  - [USG](#)
- LTI Documentation
- Authentication Documentation

The completed Learning Technologies Evaluation Tool will be emailed to the contact you provide.

Please contact the Center for Excellence in Teaching and Learning with any questions: [cetl@gsu.edu](mailto:cetl@gsu.edu)

Provider/Vendor information

Please provide the requested identifying information:

Company Name

Product

Your Name

Your Title

Preferred Email

Preferred Phone

GSU Requesting Party Information

Please provide information on your GSU point of contact.  
Who are you working with at GSU?

GSU Contact Name

GSU Contact Email  
(Evaluation responses will be sent to the email provided.)

GSU Contact Phone

Describe your product and its impact on teaching and learning?

Does your product require the purchase of a hardware component?  
Select all that apply.

- Yes. Learners must purchase hardware.
- Yes. Instructors must purchase hardware.
-

- Yes. Institution must purchase hardware.
- No. Hardware purchases are not necessary.

Does your product require any software installations or hosting by the University, learners, or instructors?  
Check all that apply.

- Yes. Software must be installed on a learner's computer or device.
- Yes. Software must be installed on an instructor's computer or device.
- Yes. Software must be installed and configured by University technical staff on a University-managed server.
- Yes. Software must be hosted on a University managed server/website so that it can be downloaded by learners and/or instructors.
- No. Software installation/hosting is not required of the University, learners, or instructors.

Is your product considered a form of digital courseware?  
(Answering 'Yes' will display additional questions related to digital courseware including adaptive courseware.)

- Yes
- No

Please provide 3 references (name, institution, phone, email) that can address topics such as product implementation, product support, product efficacy.

Reference 1

Reference 2

Reference 3

Upload any product efficacy studies you would like to provide.

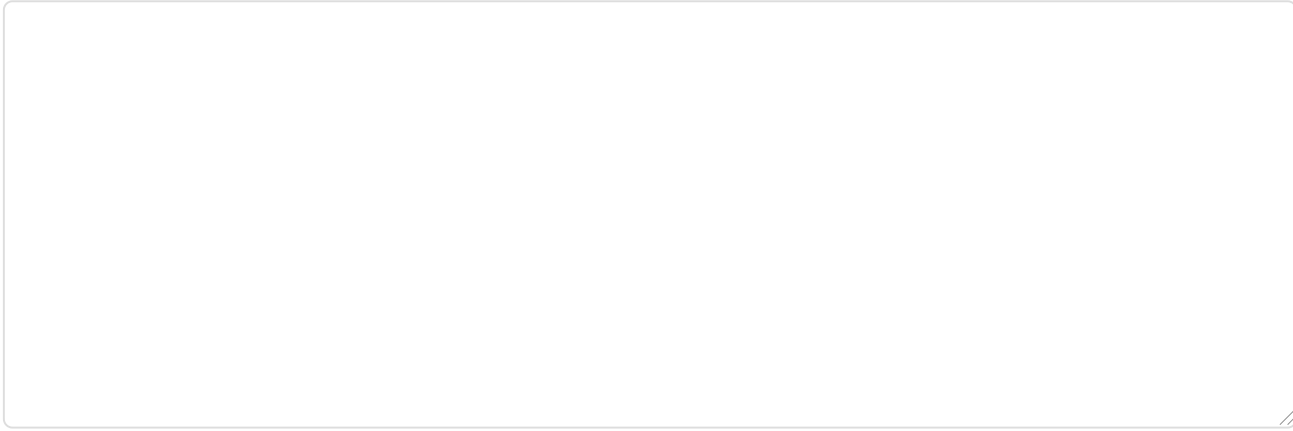
Provide a Product Roadmap that covers the next 12-36 months.

Download the required [GSU Security Questionnaire](#). Complete and upload.  
(The USG and GSU Security Questionnaires contain many of the same questions.  
However, you will need to submit the questionnaire for each.)

Download the required [USG Security Questionnaire](#). Complete and upload.  
(The USG and GSU Security Questionnaires contain many of the same questions.  
However, you will need to submit the questionnaire for each.)

Upload your most recent VPAT statement

How often is your VPAT statement reviewed and revised?



Do you plan to integrate your product with the University's learning management system?

- Yes  
 No

What learning management systems do you integrate with?

- Brightspace by D2L  
 Canvas

For products that will integrate into the University's learning management systems, we prefer products that are [IMS Global LTI- Core and/or LTI- Advantage certified](#).

Is your product IMS Global LTI Certified? If yes, please provide your valid, current conformance certification registration number.

View the [Certified Product Directory](#).

- Yes  
 No

If you are not IMS certified, do you still provide a LTI-based integration?

- Yes  
 No

Does your LMS integration require API keys?

- Yes  
 No

Does your LMS integration allow for grades to be passed from your product to the LMS grade book?

- Yes  
 No

Is each graded activity in your product associated with its own column in the LMS grade book?

- Yes  
 No

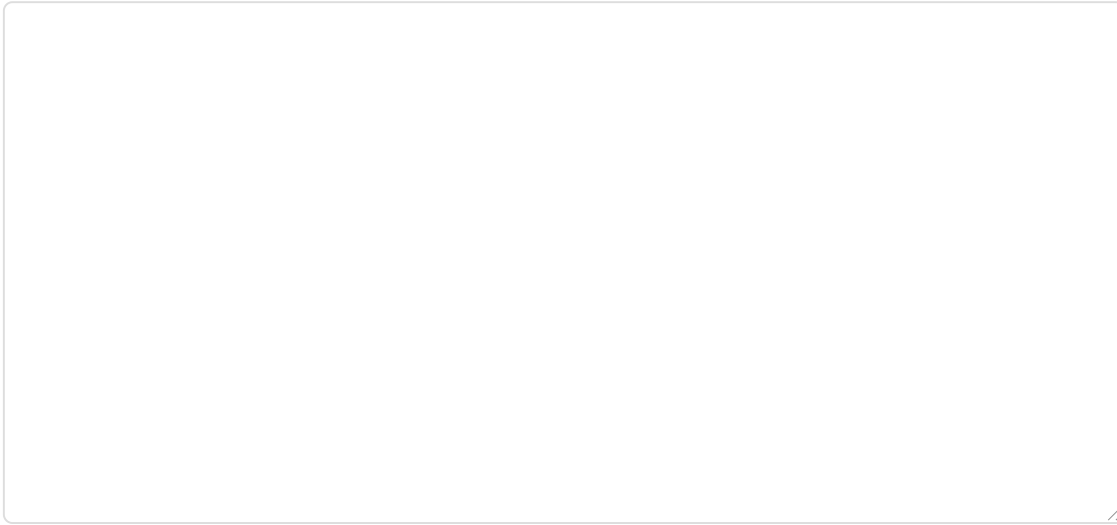
Does your LMS integration allow for embedding of (sometimes referred to as deeplinking) content, activities, and assessments from your product in the LMS?

- Yes  
 No

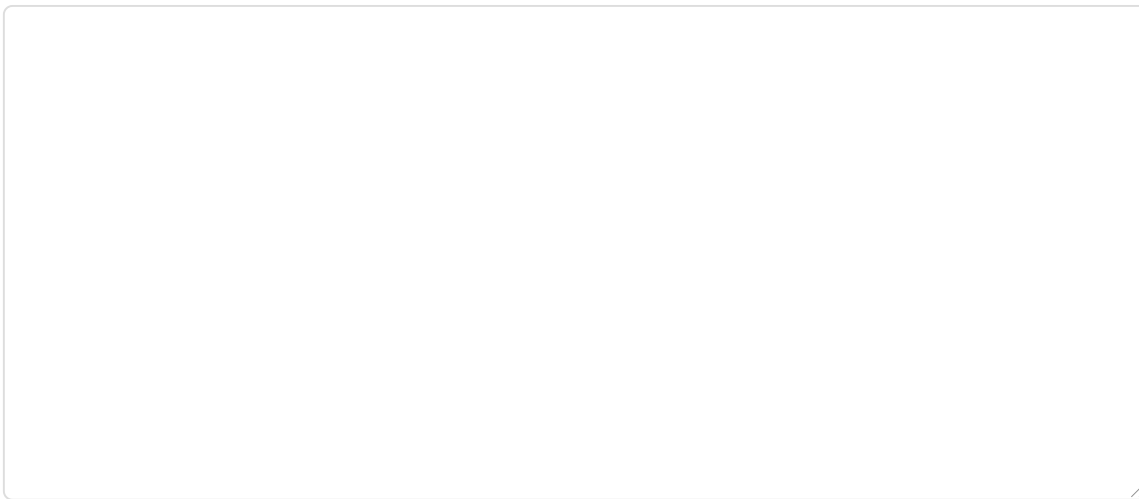
Upload documentation for integration with Brightspace by D2L

Upload documentation for integration with Canvas.

If you do not (or do not plan to) integrate with the learning management system, describe how learners, instructors, and technical staff will access your system.



If your product does not use a LMS integration, describe how users will authenticate to your system. If you support any particular authentication method/standard include this information in your description.



Upload authentication documentation.



What access to the system do you provide for university technology support staff such as system administrators?

Do you provide administrator training/support? Please describe.

Yes

No

Do you provide instructor training/support? Please describe.

Yes

No

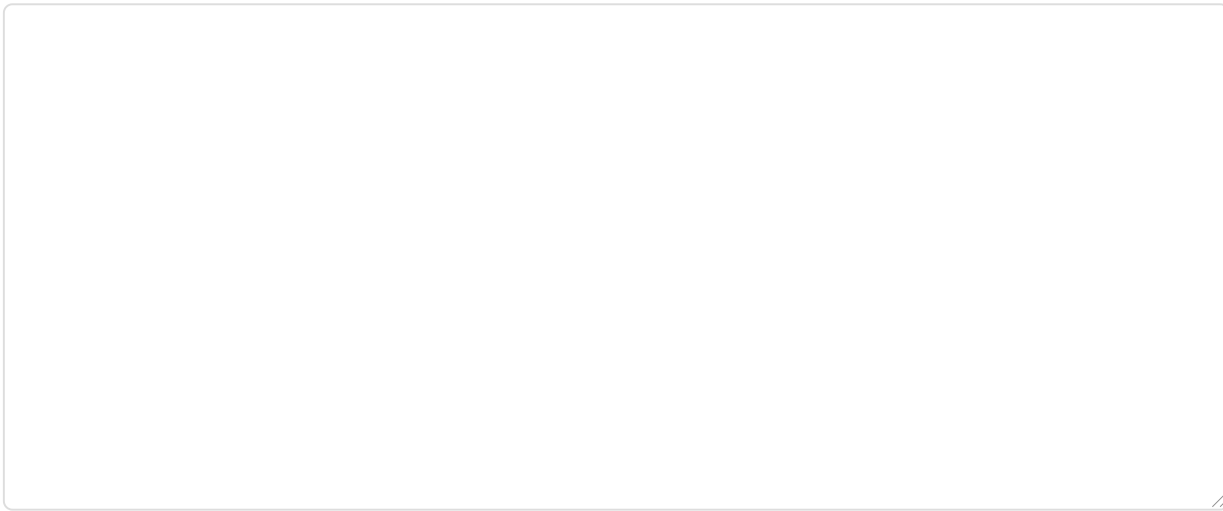
Do you provide learner training/support? Please describe.

Yes

No

How do you alert learners, instructors, and university support staff of system outages or issues?

Describe your pricing models. If you have a student-pay and institutional pay model please describe both options.

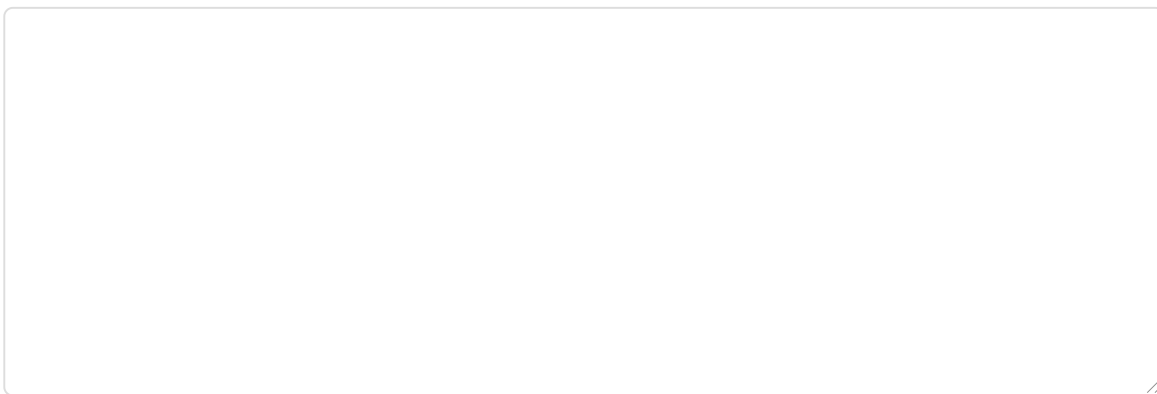


Does your product allow the exchange and management of information related to learning standards and/or competencies in a consistent and digitally-referenceable manner?

- Yes
- Maybe
- No

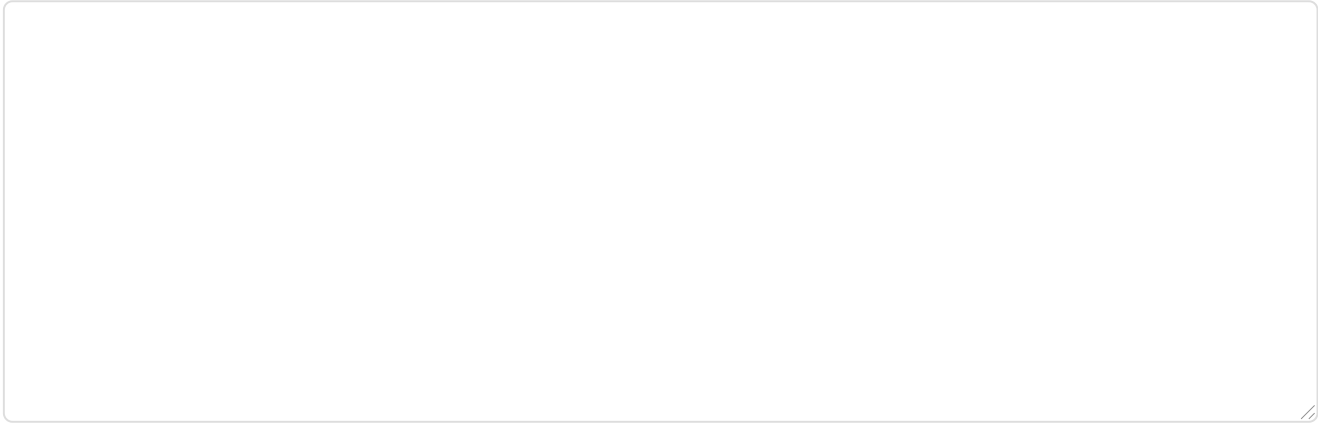
Are you using [IMS Global's CASE standard](#) to exchange information between your system and others related to learning standards/outcomes? If yes, please describe.

- Yes



- No

If you are not currently supporting the [IMS Global CASE standard](#), what are your plans for CASE support in the future?

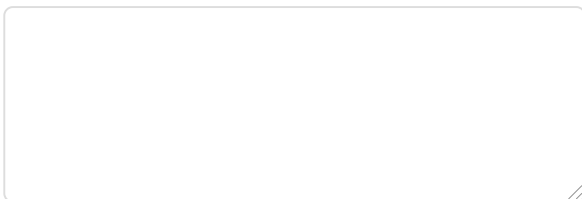


Does your product make user-level data available to institutions?

- Yes
- No
- Unsure

How do you make user-level data available to institutions?  
Choose all that apply.

- Administrative User Interface (allowing technical or other administrative staff access to user data)
- Instructor-level User Interface (allowing instructors to access data related to their student's activity)
- API (ability for institutions access data elements programmatically)
- Custom data files (flat data files that are available to the institution on a regular basis )
- Other



Does your product allow for the sharing of data using a standard vocabulary that describes common user interactions in a consistent manner such as annotating a reading, playing a video, taking a test, or grading an assignment submission?

- Yes
- No
- Not sure

Does your product support the [IMS Global's Caliper standard](#) to describe common user interactions?

- Yes  
 No

If you are not currently supporting the [IMS Global Caliper standard](#), what are your plans for Caliper support in the future?

Do you have experience working with institutions to provide custom user data for inclusion in student success systems/advising systems/early alert systems?

If yes, please describe.

If no, please describe how you are resourced to handle potential custom data requests.

- Yes

-

No

Please mark 'Yes' or 'No' to indicate if your product has the following privacy and security capabilities:

	Yes	No
FERPA compliance certification by a third party	<input type="radio"/>	<input type="radio"/>
US/EU Safe Harbor certification by a third party	<input type="radio"/>	<input type="radio"/>
Ability to ensure that data will not reside in foreign data centers	<input type="radio"/>	<input type="radio"/>
Documented disaster recovery procedures	<input type="radio"/>	<input type="radio"/>
Documented security policies and trainmen programs for vendor staff	<input type="radio"/>	<input type="radio"/>

Please mark 'Yes' or 'No' to indicate if your product has the following browser and/or operating system (OS) compatibility capabilities:

	Yes	No
Explicit support of most recent version of Google Chrome	<input type="radio"/>	<input type="radio"/>
Explicit support of prior versions of Google Chrome	<input type="radio"/>	<input type="radio"/>
Explicit support of most recent version of Apple Safari	<input type="radio"/>	<input type="radio"/>
Explicit support of prior versions of Apple Safari	<input type="radio"/>	<input type="radio"/>
Explicit support of most recent version of Internet Explorer/Edge	<input type="radio"/>	<input type="radio"/>
Explicit support of prior versions of Internet Explorer/Edge	<input type="radio"/>	<input type="radio"/>
Explicit support of most recent version of Mozilla Firefox	<input type="radio"/>	<input type="radio"/>

	Yes	No
Explicit support of prior versions of Mozilla Firefox	<input type="radio"/>	<input type="radio"/>
Native mobile iOS application	<input type="radio"/>	<input type="radio"/>
Native mobile android application	<input type="radio"/>	<input type="radio"/>
Native Windows Mobile application	<input type="radio"/>	<input type="radio"/>
No browser plugins or extensions required	<input type="radio"/>	<input type="radio"/>
ChromeOS	<input type="radio"/>	<input type="radio"/>
Microsoft Windows (specify latest release supported) <input type="text"/>	<input type="radio"/>	<input type="radio"/>
MacOS (specify latest release supported) <input type="text"/>	<input type="radio"/>	<input type="radio"/>

## Digital Courseware

What are the academic credentials of the authors and content creators used in your courseware?

Is your courseware considered to be adaptive?

- Yes
- No

Are learners prompted to act as a tutor or mentor?

- Yes. (If you answer yes, please describe.)



No

Can learners interact with peers during learning activities?

Yes. (If you answer yes, please describe.)

No

Are learners prompted to provide or receive feedback on or from peers?

Yes. (If you answer yes, please describe.)

No

Can instructors or mentors/advisors and learners initiate contact with one another within the courseware interface?

Yes. (If you answer yes, please describe.)

No

Can instructors or instructional designers change learning content and assessments (i.e., add, edit, re-order, delete)?



Yes. (If you answer yes, please describe.)

No

Can instructors or instructional designers change learning objectives or outcomes (i.e., add, edit, re-order, delete)?

Yes. (If you answer yes, please describe.)

No

Are game-based activities or motivational strategies (e.g., competitions, rewards, level-based experiences) a part of the learner experience?

Yes. (If you answer yes, please describe.)

No

Do learners need to make predictions or explain their reasoning in order to complete one or more learning activities?

Yes. (If you answer yes, please describe.)

No

Is there a collection of supplemental content or assessments for instructors or instructional designers to use?

Yes. (If you answer yes, please describe.)

No

Are learners prompted to recall or apply prior learning?

Yes. (If you answer yes, please describe.)

No

Does the courseware offer varying means of learner action and expression (e.g., physical actions, use of multiple media, interactive objects, and executive functions)?

Yes. (If you answer yes, please describe.)

No

Do learners have the option to select from different representations of the same content in learning modules?

Yes. (If you answer yes, please describe.)

No

Do instructors or mentors/advisors receive notifications of learner performance that could trigger an intervention?

Yes. (If you answer yes, please describe.)

No

Do learners receive gradation (or multiple-try) feedback within a single activity?

Yes. (If you answer yes, please describe.)

No

Does the learner receive diagnoses of likely missing skills or knowledge components?

Yes. (If you answer yes, please describe.)

No

Can an instructor track the progress of student cohorts and individual students in a single view?

Yes. (If you answer yes, please describe.)

No

Can a learner track one's progress and remaining tasks in the same interface?

Yes. (If you answer yes, please describe.)

No

Do learners receive feedback on socio-emotional factors related to learning (e.g., persistence)?

Yes. (If you answer yes, please describe.)

No

Do authors and content creators receive feedback on how well a chapter or piece of content worked? In other words, is there data collection on the readability, accessibility, and functionality of content and is that data relayed to authors or content creators so improvements may be made?

Yes. (If you answer yes, please describe how your product collects and communicates this data):

No

Are learners prompted for self-reflection and/or evaluation?

Yes. (If you answer yes, please describe.)

No

Can learners markup content and save these markups to support their own learning?

Yes. (If you answer yes, please describe.)

No

Do learners have on-demand access to assessments, simulations, or interactive objects that are not a required element of planned instruction?

Yes. (If you answer yes, please describe.)

No

Can learners share their work or evidence of learning outside of the course (e.g., digital badges, e-portfolio artifacts)?

Yes. (If you answer yes, please describe.)

No

Can learners associate external resources with assessments, learning content, objectives, or outcomes in the courseware?

Yes. (If you answer yes, please describe.)

No

Do one or more modules include a pre-test that results in feedback to the learner?

Yes. (If you answer yes, please describe.)

No

Is there content that is intended for use as a summative assessment and is explicitly associated with the course's learning objectives?

Yes. (If you answer yes, please describe.)

No

Have learning outcomes been mapped to learning objectives?

Yes. (If you answer yes, please describe.)

No

Are there assessments in most or all learning modules?

Yes. (If you answer yes, please describe.)

No

Are there measurements of a learner's confidence or disposition in relation to learning?

Yes. (If you answer yes, please describe.)

No

Does the courseware have the ability to instrument (or generate) new or alternate assessment items or activities based on learner experiences or performance?

Yes. (If you answer yes, please describe.)

No

Are there hints or prompts that support learners during learning activities or assessment items?

Yes. (If you answer yes, please describe.)

No

Are there prompts for mental practice?

Yes. (If you answer yes, please describe.)

No

Are there narrative structures that act as guidelines or organizers of learning activities?



Yes. (If you answer yes, please describe.)

No

Are learners prompted to generate explanations of how they have approached an activity?

Yes. (If you answer yes, please describe.)

No

Does the courseware incorporate socio-emotional interventions (e.g., growth mindset, to overcome a stereotype threat)?

Yes. (If you answer yes, please describe.)

No

Are there design features or assets to help users orient themselves with the interface and software in general?

Yes. (If you answer yes, please describe.)

No

Can a learner save one's partial progress within a module and return to that point in a subsequent session?

Yes. (If you answer yes, please describe.)

No

Is there a glossary of terms specific to the learning content of the course?

Yes. (If you answer yes, please describe.)

No

Is there a "grace period" or temporary access option in which a learner may access the courseware without purchasing? If yes, please describe how the temporary access works. Include details on how the expiration of temporary access is handled.

Yes

No

Is there a refund policy if the learner drops the course?

If a learner drops the course and then decides to retake the course, will the courseware be good for multiple semesters (with a one-time purchase)?

If a learner fails and retakes the course, will they be able to use the courseware again (with a one-time purchase)?

Do you have a lifetime access option? If so, please explain the parameters of that option:

Is there also a print option available?

- Yes
- No

Does the courseware platform allow for a master course that is used as a template for all course sections? If yes, please describe.

Yes

No

Please mark 'Yes' or 'No' to indicate if your courseware has the following content management capabilities:

	Yes	No
Resource sharing among instructors, mentors/advisors, or instructional designers	<input type="radio"/>	<input type="radio"/>
Batch file loads	<input type="radio"/>	<input type="radio"/>
Support of multimedia content in assessment items	<input type="radio"/>	<input type="radio"/>
Content discovery and sharing among courses	<input type="radio"/>	<input type="radio"/>
Learner portfolio tools	<input type="radio"/>	<input type="radio"/>
Ability to add ALT tags for uploaded media	<input type="radio"/>	<input type="radio"/>
Ability to upload SCORM learning objects	<input type="radio"/>	<input type="radio"/>
Combination of templates and customizable interactions	<input type="radio"/>	<input type="radio"/>
Ability to parse uploaded files into learning or assessment content	<input type="radio"/>	<input type="radio"/>
More than 1GB of storage per learner/course	<input type="radio"/>	<input type="radio"/>
Integrated cloud storage for end users to manage	<input type="radio"/>	<input type="radio"/>

Please mark 'Yes' or 'No' to indicate if your courseware has the following course administration capabilities:

	Yes	No
Online submission of assignments	<input type="radio"/>	<input type="radio"/>
Flexible group assignments (e.g., the ability to assign work specific to individuals)	<input type="radio"/>	<input type="radio"/>
Calendar links to assignments	<input type="radio"/>	<input type="radio"/>
Calendar standard protocol compliance	<input type="radio"/>	<input type="radio"/>
Real-time progress monitoring during assessments	<input type="radio"/>	<input type="radio"/>
Ability to tag content as required or optional	<input type="radio"/>	<input type="radio"/>
Ability to generate or analyze a syllabus based on collected course content	<input type="radio"/>	<input type="radio"/>
Ability to support instructor, mentors, or instructional designers interacting in relation to shared learners	<input type="radio"/>	<input type="radio"/>

Please mark 'Yes' or 'No' to indicate if your courseware has the following reporting capabilities:

	Yes	No
Single views of learner performance or grades among courses	<input type="radio"/>	<input type="radio"/>
Support of standards-or rubric-based grading	<input type="radio"/>	<input type="radio"/>
Competency-based reporting	<input type="radio"/>	<input type="radio"/>
Ability to view learner workload	<input type="radio"/>	<input type="radio"/>
Views of course, program, and institutional information in the same software systems	<input type="radio"/>	<input type="radio"/>
Reports on learner or instructor evaluations of course content or administration	<input type="radio"/>	<input type="radio"/>
Reports on usage or performance of external and integrated software systems	<input type="radio"/>	<input type="radio"/>
Reports on performance of curriculum objects by author or source	<input type="radio"/>	<input type="radio"/>
Ability to add data from external systems and create single-view reports	<input type="radio"/>	<input type="radio"/>

Please mark 'Yes' or 'No' to indicate if your courseware has the following accessibility capabilities:

	Yes	No
Is media closed captioned?	<input type="radio"/>	<input type="radio"/>
Are text transcripts also provided?	<input type="radio"/>	<input type="radio"/>
Screen Reader accessible?	<input type="radio"/>	<input type="radio"/>
Alternate assessment options (mode of representation)	<input type="radio"/>	<input type="radio"/>
Alternate assessment options (mode of response)	<input type="radio"/>	<input type="radio"/>
Ability to download learning content for offline access	<input type="radio"/>	<input type="radio"/>
Tools for minimizing distractions in the user interface	<input type="radio"/>	<input type="radio"/>
Alternate language support for UI elements	<input type="radio"/>	<input type="radio"/>
Alternate language support for some or most learning content	<input type="radio"/>	<input type="radio"/>

## Adaptive

In the EDUCAUSE Review article, "Adaptive Learning Systems: Surviving the Storm," Lou Pugliese outlines four different types of adaptive systems. Please identify which adaptive system you think best matches your model.

"Adaptive Learning Systems: Surviving the Storm"

<http://er.educause.edu/articles/2016/10/adaptive-learning-systems-surviving-the-storm>

- Machine-Learning-Based Adaptive System
- Advanced Algorithm Adaptive System
- Rules-Based Adaptive System
- Decision Tree Adaptive System

Does the courseware adapt the presentation of content based on learner-declared goals?

- Yes. (If you answer yes, please describe how your product is adaptive by this measure):

- No

Does the courseware adapt the complexity or presentation of content based on a learner pre-test?

Yes. (If you answer yes, please describe how your product is adaptive by this measure):

No

Does the courseware adapt the complexity or presentation of content based on a learner's affective state (confidence indicator)?

Yes. (If you answer yes, please describe how your product is adaptive by this measure):

No

Does the courseware adapt the scope of instruction (breadth and depth of content) based on more inputs than a single correct response to the previous item or activity?

Yes. (If you answer yes, please describe how your product is adaptive by this measure):

No

Can instructors or instructional designers override or change the parameters of adaptive protocols?

Yes. (If you answer yes, please describe how your product is adaptive by this measure):

No

## Final Thoughts

Please share any additional features or services available with your product.