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Date: 07/12/2008

CRITICAL EVALUATION OF A WEB SITE: WEB SITES FOR USE BY EDUCATORS

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Kathy Schrock's Guide for Educators <http://discoveryschool.com/schrockguide/>

What type of connection do you have to the Internet?

- Dial-up connection: modem speed 28.8 33.6 56k
- High-speed connection 56K DSL T1 T3 Broadband/cable Other

What Web browser are you using? Firefox

What is the URL of the Web page you are evaluating? <http://www.actfl.org/i4a/pages/index.cfm?pageid=1>

What is the name of the site? ACTFL American Council On The Teaching of Foreign Languages

DOUBLE-CLICK IN THE CHECKBOX TO SEE THE MENU FOR ADDING THE CHECK!

Part 1: Technical and visual aspects of the page	YES	NO
As you look at the questions below, put an X in the yes or no column for each.		
Does the page take a long time to load?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do any pictures or photographs on the page add to the information?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the spelling and grammar correct on the page?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are there headings and subheadings on the page?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• If so, are they helpful?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the page signed by the author?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is the author's e-mail address included?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a date on the page that tells you when it was last updated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• If so, is it current?	<input type="checkbox"/>	<input type="checkbox"/>
Is the format of the page standard and readable with your browser?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there an image map (large clickable graphic with hyperlinks) on the page?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a table (columns of text) on the page? (Check the source code to be sure.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• If so, is the table readable with your browser?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you have graphics turned off, is there a text alternate to the images?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
On supporting pages, is there a link back to the home page?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the links clearly visible and annotated or explanatory?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are there photographs or sound files on the page? (Photographs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• If so, can you be sure that a picture or sound has not been edited?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• If you're not sure, should you accept the information as valid for your purpose?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Summary of Part One

Using the data you have collected above, write a short statement explaining why you would or wouldn't recommend this site to a fellow educator.

I would recommend this site for foreign language teachers and teacher candidates. I am a member of this professional organization and I always check the website of there is anything new. I receive language educator magazine in which also I get new information related to my field. It is an easy-to-navigate website and full of workshops, publications, online lesson ideas, announcements and more. Since I am not teaching yet, I find the website very useful.

Part 2: Content As you look at the questions below, put an X in the yes or no column for each.	YES	NO
Is the title of the page indicative of the content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the purpose of the page indicated on the home page?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
When was the document created? ?	<input type="checkbox"/>	<input type="checkbox"/>
If there is no date, does the information appear to be current?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does up-to-date information matter for your purpose?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is the information found on the page useful for your purpose?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Would it have been easier to get the information somewhere else?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Would information somewhere else have been different? • Why or why not? I mainly look at the page to get ideas, learn about how others do to see examples. It doesn't matter if lesson idea belong to a past date. However, I also enjoy seeing new ideas such as integrating technology in teaching foreign language. (podcast presentation)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did the information lead you to other sources, both print and Web, that were useful?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is a bibliography of print sources included?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does the information appear biased? (One-sided, critical of opposing views, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does the information contradict something you found somewhere else?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do most of the pictures supplement the content of the page?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3: Authority As you look at the questions below, put an X in the yes or no column for each.	YES	NO
Who created the page? I am not sure. It seems a collaborative work.		
What organization is the person affiliated with? It's a national organization		
Conduct a <i>link:</i> command in a search engine to see who links to this page. Can you tell if other experts in the field think this is a reputable page?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the domain of the page (k12, edu, com, org, gov) influence your evaluation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are you positive the information is valid and authoritative? • What can you do to validate the information? I found out about the website with my teachers' recommendation. I purchased their publications and found very useful information related to my content area.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are you satisfied the information useful for your purpose? • If not, what can you do next?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you do a search in the newsgroups (i.e. Google Groups) on the creator of the page, do you find additional information that shows the Web page author is an expert in the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 4: Pedagogy As you look at the questions below, put an X in the yes or no column for each.	Y	N	N/A
Does the information on this page adhere to research-based principles of teaching?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the information on this page provide easily-replicable best-practice information?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the information on the page provide links to professional teaching standards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the site is intended to provide professional development for educators, is the information presented using multiple modes of presentation, such as the use of text, illustrations, videos, audio, etc.?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 5: Narrative Evaluation

Looking at all of the data you have collected above while evaluating the site, explain why or why not this site is (or is not) valid for your purpose. Include the aspects of technical content, authenticity, authority, bias, pedagogy, and subject content.

I find this website very useful and valid for my purpose. I would recommend to everyone who is teaching or planning to teach foreign languages. There are so many things to explore. There are publications, online workshops, lesson examples, conventions, copies of conventions in the past, future plans and workshops. I am able to find so much information related to my content. I see what is expected, what are some examples of new strategies, workshops to improve teaching skills, what to incorporate into lessons, how to use technology. It is a national organization and its purpose is to improve language teaching in US. The members are all administrators, teachers and/or students. They all learn from, and add to if available. It is an open website to new ideas. I find it very useful and highly recommend it.