

More information can be found at <http://tripleEframework.com>  
 Reading Results of Triple E Framework Educational Application Evaluation

21-30 Points Green Light	11-20 Points Yellow Light	10 Points or below Red Light
<p>This application has a very strong connection between the intended learning goals and the technology tool. Which means that strong pedagogy is most likely built into the tool. While some instructional moves used in conjunction with the tool may be helpful, the tool itself has strong pedagogy built-in and will help to guide the students to the intended learning goal.</p>	<p>This application has some connection between the intended learning goals and the technology tool. However it is likely that there are some necessary pedagogical pieces missing in the tool, and the teacher should integrate careful instructional moves in conjunction with the application in order for the tool to be effective for meeting the learning goals. NOTE: Many open-ended creation type applications fall into this range (e.g., apps to create movies, build infographics, create presentations...etc). Keep in mind that teachers must add in the "content" to creation tools, so the instructional choices around and with the tool will be vital for effectively meeting the learning goal.</p>	<p>This application has little to no connection between the intended learning goals and the technology tool. The teacher will need to use many instructional moves in conjunction with the application in order for the students to make connections between the learning goal and the activities in the tool. This might not be the best application choice, and the educator should consider other applications that might include better pedagogy for meeting the intended learning goal.</p>



Need more ideas for instructional strategies? Use the [Learner Variability Navigator Tool](#) from [Digital Promise](#) or see suggested [instructional strategies on Triple E Framework Website](#).

**NOTE:** Check the [What Works Clearinghouse](#) to see if any valid and reliable studies have been done on this tool.

**Databases to find other educational applications and reviews**

- [Teachers with Apps](#)
- [Edshelf](#)
- [Curriculum 21](#)
- [Common Sense Ed Tech Reviews](#)

**Student Data Privacy Information about FERPA, COPPA, GDPR (Europe), AND PPRA**

- <https://ikeepSAFE.org/>

22/30

73.3%

Name of Tool

0/0

**Seesaw**

Intended Learning Goal for Application Use

0/0

**Identify and explain safe and unsafe practices in a maritime environment**

Content Area (if applicable)

0/0

**Maritime - Adult Learning**

Privacy: Does the application pass privacy standards for FERPA and/or COPPA?  
([CommonSense Privacy Pass/Fail List](#) or [Edsurge Product list \(check privacy\)](#))?

0/0

Absolutely

**Somewhat (one but not both)**

Not at all

Engagement: Does the application have clarity and specificity of goals. Learning goals should be clearly defined in the app. Instructions should be clear and task should be modeled. (if a generic/creation tool, "can the learning goals be clearly and easily defined in the application?")

1/2

Absolutely

**Somewhat**

Not at all

Engagement: Is the content appropriate for the learning goal? Does the content avoid violent or troubling behaviors or topics that are not developing appropriate for the child to be observing or participating in?

1/2

Absolutely

**Somewhat**

Not at all

Engagement: Does the application avoid links that can lead a child to a website, platform, or ad outside of your app? Such as social media integration or advertising or not authoritative/reliable websites? These can be both distracting the learning as well as potentially harmful to the children. (COPPA)

2/2

**Absolutely**

Somewhat

Not at all

**Engagement: Does the application avoid rewards such as stickers or badges or games at the end of task? These types of awards can undermine the learning and cause students to focus their energy on rewards over content-learning. Games that employ a reward system of unlocking higher learning levels tend to be more successful at keeping students on-task.** **2/2**

**Absolutely**

Somewhat

Not at all

**Engagement: Are the activities “just right” for the students age and learning level? For example, activities on touchscreens can sometimes overwhelm young learners, thus while children should learn through being active, the activities should be something that is easy and intuitive for a child of \_\_\_ age to do.** **1/2**

Absolutely

**Somewhat**

Not at all

**Engagement: Is the application designed to promote conversation about the academic learning such as student-to-student conversation or student-to-teacher conversation?** **2/2**

**Absolutely**

Somewhat

Not at all

**Engagement: Does the application have appropriate pacing such as built in breaks, allowing signals to students that it is time to pause the app and discuss what they have learned (compare to apps that have a continuous flow of activities or information)? Is the pacing rushed, or does it allow the children to determine their "just right" pacing?** **1/2**

Absolutely

**Somewhat**

Not at all

**Enhancement: Does the application provide developmentally appropriate guidance, such as differentiated feedback that is explicit to the learner? For example, “good job” is not helpful, rather “you were able to place the triangle in the correct place next the rectangle” is more specific to the task so the child can understand what they did that was correct. This could also include appropriate hints/prompts when needed.** **0/2**

Absolutely

Somewhat

**Not at all**

**Enhancement: Does the application provide multiple ways to represent or demonstrate an idea or concept (such as various types of verbal and visual representation) ([UDL](#))?** **2/2**

**Absolutely**

Somewhat

Not at all

Enhancement: Does the application adhere to the "[no mouse](#)" challenge for accessible web design?

2/2

**Absolutely**

Somewhat

Not at all

Enhancement: Does the application help to support students using their higher-level thinking skills (not just drill and practice)?

2/2

**Absolutely**

Somewhat

Not at all

Extension: Is the application itself accessible to students and families outside of the school (low to no cost, can be used on multiple devices...etc)?

2/2

**Absolutely**

Somewhat

Not at all

Extension: Are the characters/visuals/languages in the application representative of the students in your school/classroom, are there any potential biases or [Discriminatory Design](#) that would impact your population of students (so they are relatable and representative of the diversity of your student body and community)([Kidmap](#))?

2/2

**Absolutely**

Somewhat

Not at all

Extension: Is the language used in the application the same type of language used to teach the academic concepts or ideas in your classroom or surrounding community (such as mathematical terminology or the way a phenomena is explained)? (if a generic tool, "can the language used in your classroom teaching be clearly and easily integrated in the application?")

1/2

Absolutely

**Somewhat**

Not at all

Extension: Concepts are easily transferable from the application to the students real world (e.g., using real image rather than clipart, real places, people, things, and ideas relevant to students)

1/2

Absolutely

**Somewhat**

Not at all