

**Africa Online, English Language Education:
Using Web Resources to Develop Classroom Content-Based Materials
University of Oregon, American English Institute**

Web Site Evaluation: Sample

The following is an example of what a completed assignment might look like. Use the "Template" file as a blank form to record your own evaluation. You can use one of the course web sites, or another web site of your own choosing. It will be more helpful to your classmates if you choose a web site you can recommend to some degree, rather than one you disliked.

Directions:

1. Who are your students or audience? Define their general level and characteristics.

I am evaluating web sites for use in my intermediate-level Reading/Writing class at the University of Oregon's American English Institute. My students are generally young adults (ages 18-24) from various linguistic backgrounds (Japanese, Korean, Chinese, Arabic, South American Spanish). They have a high degree of literacy in their native languages but come from education systems that are largely exam-based. many of them are still learning to apply creative and critical thinking skills to their reading and writing.

This term we are reading a novel based on a story and film about a mythical creature from the Pacific Northwest (Oregon is located in this part of the U.S.). The name of the creature is "Bigfoot" or "Sasquatch." It has been described in many Native American legends, too. the name of the film and novel is "Harry and the Hendersons."

I need web sites that will help my students visualize the setting and characters from the novel, and begin to relate to (understand) them. The web sites can use natural language but not at an academic or scientific level. Good images will also be okay.

2. For each web site, fill in the evaluator information below and answer the questions by circling the number that fits best (1=Poor, 5=Excellent; N/A = Not Applicable).

Evaluator: Leslie Opp-Beckman

Date Accessed: 16 October 2001

Web Page Title: Bigfoot Researchers Organization

URL (web address): <http://www.bfro.net/>

Author/Owner: Bigfoot Researchers Organization (could not find an individual author)

For use with (topic, class, student level/s): Intermediate Reading/Writing

1=Poor, 5=Excellent; N/A = Not Applicable

Usability:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. The overall interface and design are appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. I have a good sense right away of what the site offers. | 1 | 2 | 3 | 4 | 5 | N/A |

Text:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. The text size and style are easy to read. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. The text color is easy to see against the background. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. The text and links are well organized. | 1 | 2 | 3 | 4 | 5 | N/A |

Graphics:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. The page and graphics load quickly. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. The graphics fit the theme and purpose of the page. | 1 | 2 | 3 | 4 | 5 | N/A |

Links:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. The links are easy to read. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. The links clearly state what page or site they lead to. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. When clicked, the links work correctly. | 1 | 2 | 3 | 4 | 5 | N/A |

Appropriateness for Students:

- | | | | | | | |
|---|---|---|-----|---|---|-----|
| 1. The level of English will work well for my students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. This site is culturally appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. This site is appropriate for the age of my students. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. This site is one I would recommend to others. | 1 | 2 | --3 | 4 | 5 | N/A |

Comments or Caveats:

I think I would use this web site but perhaps not by itself (find complementary web sites for balance). The black background and white/blue text are small and make it a little hard to read. It also loads rather slowly because of the pictures. On the other hand, I think the pictures are reasonably well done for this topic (they are hard to find and often strange-looking). The strengths of this web site are its "Frequently Asked Questions" (FAQ'S) and "Media Articles Recently Added" sections. I think it might work well:

- As one of a series sites students visit in order to gather the kind of information that is in the FAQ section.
- To compare the pictures on this web site with the way that the Bigfoot is described in the novel (and the way they imagined him in their minds). Students could write about this in their journals or discuss it in small groups.
- As a place to locate articles that students can then summarize as a writing activity.