

APPENDIX A

Selection and Challenge of Learning Resources



Province of
British Columbia

Ministry of Education
Learning Resources Branch

In-Depth Evaluation Form

CODE (circle)	
CI	TI
II	SI

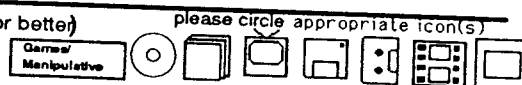
MINISTRY USE ONLY Over-All Rating

Descriptive Information

General Information

Package Title _____ Preview No. _____
 Series Title _____ Copyright _____
 Category _____ Subject _____
 Topic _____ Subtopic _____
 Audience _____ Level _____

Physical Format (complete only if final rating is acceptable or better)



Multimedia Package Yes No Type of packaging _____

Print
 Title _____ Author _____
 Binding _____ Size _____
 Number of Pages _____ Type style _____
 Illustrations _____ Additional features _____

Video Title _____
 VHS Other _____ Colour B&W Number of cassettes _____
 Length (in minutes) _____ Style(s) of presentation _____

Audio Title _____
 Narrator(s) _____ Number of cassettes _____
 Length (in minutes) _____

Other
 Title _____ Type _____

Software Title _____

Format	3.5"	HD	5.25"	HD	System	RAM	Required Hardware	Recommended Hardware
Apple II/GS		HD		HD				
MS-DOS								
Macintosh								
Amiga								
CD-ROM								
Videodisc								

HD: High Density

Documentation _____

Notes

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Media Resources Evaluation Checklist

For each of the following statements, check the square which best reflects your judgement of the program or package. If the statement is not applicable, stroke out all the boxes. Use the space following each item for comments.

		Strongly Agree	Strongly Disagree	Comments	Page Ref.
CONTENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Content is current	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Content is accurate	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Supports B.C. curriculum	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Scope (range) and depth of topics is appropriate to learner needs	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Material has significant Canadian content,	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Level of difficulty is appropriate for intended audience	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Content integrates "real world" experiences	7
INSTRUCTIONAL DESIGN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Instructional goals and learner objectives are clearly stated	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Suitable for a range of learning/teaching styles	8
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Promotes student engagement	8
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Promotes active learning	8
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Promotes communication skills	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Encourages group interaction	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Encourages student creativity	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Allows/encourages students to work independently	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Suitable for intended purpose	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Materials are well organized and structured	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Materials have unity/congruency	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Concepts are clearly introduced	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Concepts are clearly developed	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Concepts are clearly summarized	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Integration across curriculum strands is supported	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Non-technical vocabulary is appropriate	11
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Technical terms are consistently explained/introduced	11
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Pedagogy is innovative	11	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Adequate/appropriate follow-up activities are provided	11	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Adequate/appropriate assessment tools are provided	11	
TECHNICAL DESIGN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Narration/text relates to visuals	12
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Appropriate support materials are provided	12
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Visual design is interesting	12
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Illustrations/visuals are effective/appropriate	13
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Character size/typeface is appropriate	13
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Layout is logical and consistent	13
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Users can easily employ package	13
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. Package/design is suitable for the classroom	14
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. Makes effective use of the media	14

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Social considerations

For social considerations, consider whether the program or package addresses the following issues appropriately. Complete this section only after you have looked at the *entire* program or package, and make specific references of both good and bad examples. If the statement is not applicable, stroke out all the boxes. Use the space following each item for comments, or include comments and notes on a separate sheet.

Appropriate
Inappropriate

Page Ref.

SOCIAL CONSIDERATIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. Gender equity/Role portrayal of sexes	15
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. References to belief systems	16
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. Age portrayals	16
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. Socio-economic references	17
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41. Political bias	17
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. Regional bias	17
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43. Multi-culturalism content	17
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44. First Nations culture/roles	18
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45. Portrayal of special needs	18
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46. Ethical/legal issues	18
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47. Language use	18
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48. Portrayal of violence	18
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49. Safety standards compliance	19

Describe the major strengths of the package.

19

Describe the major weaknesses of the package OR reason for rejection.

19

SUMMARY										OVER-ALL RATING				
Circle 1= unacceptable 2= poor 3= acceptable 4= good 5= excellent														
INSTRUCTIONAL DESIGN					SOCIAL CONSIDERATIONS					<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/> Unacceptable				
1 2 3 4 5					1 2 3 4 5									
CONTENT					TECHNICAL DESIGN									
1 2 3 4 5					1 2 3 4 5									

APPENDIX B

Selection and Challenge of Learning Resources

INQUIRY INTO SUITABILITY

OF A

LEARNING RESOURCE

(use additional space where necessary)

Title of Resource _____

Context of Usage: Classroom Resource: _____ Correspondence Material: _____
Other: _____

Author(s) _____

Publisher/Year: _____

Request initiated by: _____

Role of Complainant: Teacher ___ Parent ___ Other (please specify) _____

Telephone No.: _____

Address: _____

1. To what in the resource(s) do you object? _____

a) pages _____ Specific Objection: _____

b) pages _____ Specific Objection: _____

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c) pages _____ Specific Objection: _____

d) pages _____ Specific Objection: _____

2. What do you think is the theme or purpose of the resource? _____

3. What effect do you believe this resource would have on your son or daughter? _____

4. What effect do you believe this resource would have on other students? _____

5. Have you reviewed the entire resource? _____

6. In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with the:
teacher? _____

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school district
staff: _____

What was their
response? _____

7. Have you read reviews of this resource? Yes ___ No ___

Source of reviews? (attached photocopies if
available?) _____

If reviews are available, would you like copies? Yes ___ No ___

8. Additional
Comments: _____

Signed: _____

Date: _____