Learning Technology Ecosystem (LTE) Tool Assessment Rubric

Important: Students should not be asked to purchase access to software and tools directly from publishers or vendor websites. Educators are encouraged to work with the USask Bookstore to facilitate access to digital tools and licenses. Any tool that requires students to create accounts or make payments must first go through a Technology Assessment.

LTE PRINCIPLE	CRITERIA	WORKS WELL	MODERATE CONCERNS	SERIOUS CONCERNS	N/A
1. Accessible Learning must be found easily at any time, and all learners and teachers have equitable access, regardless of culture, language, ability, etc.	1.a. Accessibility Standards	− The tool meets accessibility guidelines. − Features of the tools support equitable access (e.g., live captioning).	− The tool meets accessibility guidelines, but limits usability in other ways to meet guidelines (e.g., only certain features are accessible, or workarounds are required). − Features are tailored for the needs of specific types of users.	− The tool fails to meet accessibility guidelines or insufficient information of compliance is available.	
	1.b. Cost of Use for USask Students	− All aspects of the tool can be used by students free of charge. − Requires typical equipment that students and educators are likely to have access to.	− Limited aspects of the tool can be used for free with other elements requiring payment of a fee, membership, or subscription. − The tool may require purchasing inexpensive equipment (e.g., webcam, polling clicker).	− Use of the tool requires a fee, membership, or subscription (or is only available on campus). − Likely to pose a geographic or financial burden on students (exceeding $50 for a single term course).	
	1.c.Platform/device	− Users can effectively utilize the tool with most up-to-date devices and/or browsers.	− Users may encounter limited or altered functionality depending on the device and/or browser being used.	− Users are limited to using the tool with one specific, up-to-date operating system and/or browser. Access to the tool is limited or absent on a mobile device.	
	1.d. Offline Access	− Core features of the tool can be accessed and utilized even when offline, maintaining functionality and content.	− Offers an offline mode, where the tool can be used offline, but core functionality and content are affected.	− The platform or tool cannot be used offline.	
2. Active and Social Learning is a process of meaning-making, constructed through learning with others, and as a part of an intentional, deliberate system within a	2.a. Collaboration	− The tool is intentionally designed to support both asynchronous and synchronous communication, interactivity, and construction of shared understanding. These features are well-integrated and promote active, social learning.	− The tool can support a community of learning through asynchronous and/or synchronous opportunities for communication, interactivity, and construction of shared understanding, but the features are limited in scope and/or unintuitive to use.	− Communication, interactivity, and construction of shared understanding between users is not supported or is significantly limited, making collaborative learning difficult or impractical.	

course and across experiences.	2.b. Sharing	− The tool features download/transfer and reposting functionalities with option for sharing including public, limited viewers, and private.	− The tool allows for download/ transfer and reposting, so sharing and/or reuse is possible but not a key part of functionality.	− The tool is designed for one-way communication between educator and individual students, limiting opportunity to construct a shared understanding together as a class or with the larger community.	
3. Designed for Reflection and Growth Learning is refined and extended through prompted and supported opportunities to focus on understanding and next steps	3.a. Reflection and revision	− The tool is designed to allow annotation or versioning as a part of core functionality. Iterations can be easily shared and commented on by the creator as a part of core functions.	− The tool has the capacity for versioning or changes over time, but it is cumbersome or limited in some areas (e.g., keeping different version requires manual saving).	− The tool overtly restricts or limits access to annotate, change, and revise over time.	
4. Designed for students who are Remixing and/or Creating Learning is most effective when systems are designed to help learners find, create, and/or repurpose significant content for the value of themselves and others.	4.a. Creating	− The tool is designed for easy generation of content that can be manipulated and reused.	− The tool allows for content generation but importing content and/or attributing its source is not easily done.	− The tool is designed for consuming content only.	
	4.b. File Format	− The tool allows exports in common file formats (e.g., PDF, DOCX, MP4, CSV) so that work can easily be shared, reused, and remixed across platforms.	− The tool allows for exports, but only in less common or proprietary file formats or introduces some barriers (e.g., watermarks, limited access) to remixing.	− The tool does not allow for exports, making it difficult to share and impossible to remix or repurpose.	
5. Designed for student control and ownership of learning Learners create and control spaces for learning, understanding and retaining ownership, and purposefully choosing how and when they share.	5.a. Archiving, Saving, and Exporting Data	− Users can archive, save, or import/export content or activity data in a variety of formats, supporting long-term access and ownership of learning.	− The tool supports some archiving or exporting, but with limitations, such as restricted formats, partial data access, or lack of import options.	− Content and activity data cannot be archived, saved, or imported/exported limiting student control and making it difficult to retain or transfer to other systems.	
	5.b. Data Privacy and Ownership	− Users maintain ownership and copyright of their intellectual property/data. − The user can keep data private and decide if/ how data is to be shared.	− Users maintain ownership and copyright of their intellectual property/data. − Data may appear private but be reused by a third party.	− Users forfeit ownership and copyright of data. − Data is shared publicly and cannot be made private, or no details are provided about how to do it. − Data is not stored according to institutional or legal requirements.	
	5.c. Bias	− Any bias is clearly identified and easy to address and mitigate.	− Bias is less clear to identify and/or more challenging to address and mitigate.	− Bias is hard or impossible to mitigate.	

	5.d. Sign Up/ Sign In	− Either the use of the tool does not require the creation of an external account, additional login or integration, so no personal user information is collected and shared or the tool has been vetted through Technology Assessment to ensure adherence to policies, standards and legal requirements for protecting the collection and use of data.	− Only the educator must create an account and learner accounts don't exist or are only necessary for extra features. − The tool lacks LMS or SSO integration, making setup less seamless. − The tool has been vetted through Technology Assessment for specific use cases.	− All users (educators and learners) must provide personal information to a third party in creating an account and there are some questions or concerns of the adherence to policies, standards, or legal requirements for collection and use of data.	
	5.e. Customization	− Tool is easy to customize by students to suit the learning context and outcomes. e.g., layout, headings, images, sharing settings.	− Limited aspects of the tool can be customized by students to suit the learning context and outcomes.	− The tool is mostly the same regardless of context and offers few options.	
6.Efficient and Easy to Use Learners need to work in a system that is fluid and requires a minimum number of steps in systems that are intuitive and integrated.	6.a. Interface	− The tool has a user-friendly and intuitive interface appropriate for its level of complexity and intended audience. When complexity is necessary, it is well-structured and supported with clear guidance and resources so students can become proficient with reasonable effort. There are opportunities to personalize the interface.	− The tool's interface is somewhat confusing or lacks clarity for its intended audience. When complexity is necessary, the structure and available guidance are limited, making it difficult for students to become proficient without significant effort. There is limited opportunity for personalization.	− The interface is not user-friendly for students; it is cumbersome, unintuitive, rigid, and/or inflexible.	
	6.b. Additional Downloads	− Users do not need to download additional software or browser extensions.	− The tool uses a browser extension or software that requires a download and / or user permission to run.	− Types of downloads pose a substantial risk to users or require extended effort.	
	6.c. Functionality	− The tool is designed to offer all the key functions associated with its purpose effectively. There is little to no functional difference between the mobile and the desktop version, regardless of the device used to access it.	− Core features of the main tool are available on the mobile app, but advanced features are limited. Some difference in functionality between apps designed for different mobile operating systems, but difference has limited impact on learners' use of the tool given its purpose.	− Key features that essential to the purpose of the tool are missing under certain circumstances or were never present for some users.	

	6.d. Environmental Impact	— Energy use and e-waste are lower than the technologies being replaced (considering production, use, and disposal); no required hardware upgrades are expected in the foreseeable future.	— Energy use and e-waste are similar to or slightly better than the technologies being replaced; small to moderate impact overall; hardware upgrades unlikely in the near term.	— High energy use and significant e-waste compared to current technologies; short lifespan or hardware upgrades required; notable environmental damage from resource extraction.
7.Designed to Enable Connection Learners exist in accessible networks, and connect to the experiences, concepts, people, and ideas that they need.	7..a Scale	— The tool can be scaled to accommodate any size class with the flexibility to create smaller sub-groups or communities of practice.	— The tool can be scaled to accommodate any size class but lacks flexibility to create smaller sub-groups or communities of practice.	— The tool is restricted to a limited number of users and cannot be scaled.
	7.b. Communication Flexibility	— The tool allows users to communicate through different channels (audio, visual, textual) and allows users to direct how information is accessed.	— The tool allows users to communicate through different channels (audio, visual, textual) but often forces users to move through content or process in prescribed ways.	— The tool is restrictive in terms of the communication channels employed (audio, visual, textual) and presents information sequentially in a rigid, inflexible format.
	7.c. Representation and inclusivity	— Design supports USask commitments to ohpahotân | oohpaahotaan and EDI.	— Design neither supports nor impedes USask commitments to ohpahotân | oohpaahotaan and EDI.	— Design impedes USask commitments to ohpahotân | oohpaahotaan and EDI.
8.Inclusive of Learning-centered Assessment Learning and feedback are iterative, and assessment comes from multiple sources, including self, peers, teachers, and outside experts.	8.a. Feedback	— This tool is designed to support commenting on the quality of the work by others. Feedback is stored with the content, is easy to view and act on, and can occur more than once.	— Feedback is possible but very limited to general locations or overall comments. Only some users can provide feedback.	— Feedback can only occur when something is completed or may only be accessible under limited circumstances.
	8.b. Sources for Feedback	— Built-in features to allow for self, peers, educators, and outside experts to provide feedback on learning.	— Built-in features allow self, peers, and/or educators to provide feedback on learning.	— No built-in features to provide feedback on learning.
	8.c. Learning Data	— Educators have good access to student learning data and easy channels to interact and provide feedback.	— Educators have limited access to student learning data and/or channels to interact and provide feedback.	— Educators do not have access to student learning data and/or channels to interact and provide feedback.