

**Short description of the tool or activity**

What is it?

How does it work?

What is specific about the tool?

Are there advantages/disadvantages?

Source: where can the tool be found

**Quality labels**

If a tool or activity scores remarkably good (favorable) on a particular criterion, you put a cross in column number 2, which is green.If a tool or activity scores remarkably poor (unfavorable) on a particular criterion, you put a cross in column 0, which is red. If the result tend to be intermediate, you can choose column number 1 (orange).

Please provide a short remark if you think it is necessary to point out a particular characteristic of the tool.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Label** | **General definition** | **Examples** | **0** | **1** | **2** |
| **Purpose** | The extent to which the tool meets the requirements of the selected purpose(s)  | * Meet/choose new words
* Discover the meaning/form ( clear meaning, pronunciation, spelling)
* Integrate (new) words
* Consolidate words
* Master/use words
 |  | X |  |
|  | **Remark:** |
| **Ease of use** | The extent to which the tool or activity is workable | Cognitive complexity, interface, layout, instructions, skills needed, language, clarity of task, ease of access (mobility, startup time, materials needed) |  |  |  |
|  | **Remark:** |
| **Investment** | The investment you need to make | Cost, time investment, effort (setup: download, software, materials, presence of ready-made exercises, randomization..) |  |  |  |
|  | **Remark:** |
| **Outcome** | The extent to which the tool has a good outcome | Number of words learned or practised, perceived intensity of learning (eg levels of Bloom: recognition, retention, analysis, application...), receptive vs productive |  |  |  |
|  | **Remark:** |
| **Support** | How much support do you get when you learn | Access to support, pronunciation available, connection to platform /course, feedback and evaluation, demonstration, visual support |  |  |  |
|  | **Remark:** |
| **Methodology** | Is the methodology sound | Variety in exercises, use of context, activation of the learner, possibility to choose own method, use of repetition, loop learning |  |  |  |
|  | **Remark:** |
| **Quality of language** | Are the exercises reliable wrt language | Spelling, correctness of translation, accurate language level |  |  |  |
|  | **Remark:** |
| **Perspective** | Information on your progression (micro/mesolevel) | Information on progress made, visualization of results, benchmarking |  |  |  |
|  | **Remark:** |