



Finding and Evaluating CALL Tools

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Steps to finding & evaluating CALL tools

1. Defining purpose
2. Finding tools
3. Weighting priorities
4. Pre-use evaluating
5. Post-use evaluating



1. Purpose

- Blogging
- Using social network in TL
- Writing practice in TL
- Interacting with TL speakers in writing outside of class



Example: Class discussions

- Fully online pedagogical grammar course
- Content presented via website
- Quizzes/tests in D2L
- Need: Asynchronous written discussion tool
 - Small group
 - Whole class

Welcome!



I'm Ana Phora, and I'll be your guide through this online course. We have a lot to learn together, but your instructor and I will be here to help.

To get started, do the following:

1. Watch [Ana's presentation introducing the course](#).
[Download [presentation transcript \(PDF\)](#)]
2. Read the [syllabus](#) and get the textbook and other required materials.

Get familiar with the course [due dates](#).

Explore the rest of the course site.

Meet your instructors, [Betsy](#) and [Jimin](#) (click on their names to watch their short

2. Finding

- Find all tools that might fit your purpose
- Don't be too judgey at this point
- Sources:
 - Yourself
 - Course management system
 - Colleagues
 - Language resource center
 - Google
 - Diigo list of CALL tools



2. Finding: Diigo resource

- Curated collection of bookmarks
- Viewable by anyone
- Please join and contribute!

v.gd/calico

Tag Cloud

[Embed this tag cloud in your blog »](#)

Alpha

Freq

Analyzing Applying Assessment audio Backchannel Blog Call Charts Chat Clickers Cloze Collaborate Comment Conference Contribute Creating
 Crossword Diagram Dictation Dictionary Documents Drawing Elementary ESL Evaluating Flashcards Forum Games Graphics Hangouts High_School Interviews
 Listening LMS Matching Meeting Middle_School Mindmap Mobile Multiple_Choice Notes Phone photos Poll presentation Presentations Quiz
 Reading Remembering Screenshot Screencast Share Slideshow Slideshows Social Speaking Spelling Stickers Storage Survey Tablet Text
 Understanding Video video editing Virtual Classroom Voicemail Vote Voting Webinar Wiki Writing

Example: Asynchronous discussion tools

- Discussion forum in ANGEL
- Discussion forum in D2L
- Blog within website
- Discussion forum as plugin within website (e.g., bbPress)
- Discussion forum embedded in website (e.g., Bublaa)
- Discussion forum in external website (e.g., ProBoards)
- Facebook group
- Email list
- ???



3. Priorities

- Cost
 - Free or fee?
 - If fee, who pays?
- Privacy/Security
 - Is tool online or offline?
 - Where is tool hosted? Your institution or elsewhere?
 - Is tool available in your course management system?
 - Does tool protect students' privacy? Comply with FERPA? (Who owns student data?)
- Stability
 - Is tool stable?
 - Is tool provider reputable?



3. Priorities

- Compatibility
 - Is tool available for Mac & Windows? Linux?
 - Is tool available on iPad/iPhone/Android?
 - Does tool require installation of software? Browser plugins?
 - Can products be exported?
- Ease of use
 - Is tool easy to use? Is use intuitive?
 - Do students need to create an account?
 - Are students already familiar with tool?
 - Can tool be embedded in course management system/website?
 - How many steps are needed to accomplish purpose?
 - Does tool comply with accessibility guidelines?



3. Priorities

- Help
 - Is help available online? Offline?
 - How quickly is help available?
 - Do colleagues already use tool?
 - Do you have to pay for help?
- Aesthetics
 - Is design pleasing?
 - Is tool engaging?
 - Are ads included?
- Other
 - Does tool support TL script?
 - Is tool popular with students outside of classroom? Will they be willing to use it for learning?
 - ???



Example: Priorities

- Free
- Online
- Stable
- Easy to use
- Engaging
- Students already familiar
- Popular with students outside of classroom
- Pleasant design
- Can be embedded/exists in course management system/website



4. Pre-use evaluation

- Based on identified priorities, which tool is the best fit?



Example: D2L discussion forum

My Home > LLT 346 Pedagogical G... ▾

Elizabeth Lavolette ▾

LLT 346 Pedagogical Grammar

Course Home | Content | Course Tools ▾ | Assessments ▾ | Communication ▾ | Help | Edit Course | Admin Tools ▾

Discussions List

Subscriptions

Group Restrictions

Statistics

Settings Help

New ▾

More Actions ▾

Filter by: Unread Unapproved Shared

Discussion Forum 1 ▾

Subscribe

Hide Topics

Topic 1 ▾

Subscribe

0 Unread 2 Posts 3 Views

Last post 3 minute(s) ago by Elizabeth Lavolette

Topic 1

[Compose](#)[Refresh](#)[Mark All Read](#)[More Actions ▾](#)[★ Subscribe to Topic](#)View: [Threaded](#) ▾[Apply](#)Search For: [Show Search Options](#)

|◀◀ 1 ▶▶ 20 ▾

[🚩 Test post 1](#)[Elizabeth Lavolette](#) - Oct 10, 2013 11:29 AM[Mark Unread](#) [\[Reply\]](#) [More actions...](#)

Attachments:

[📎 Audio 2013-10-10 1129.wav](#) (61.04 KB)

Test content 1

[\[-\] Collapse Replies](#)

0 unread of 2 messages - 1 author(s)

Rating

🗸 | ★★★★★

Average Rating: ★★★★★
(0 ratings)[🚩 Re: Test post 1](#)[Elizabeth Lavolette](#) - Oct 10, 2013 11:30 AM[Mark Unread](#) [\[Reply\]](#) [More actions...](#)

Test reply content

0 unread of 1 messages - 1 author(s)

Rating

🗸 | ★★★★★

Average Rating: ★★★★★
(0 ratings)

Example: Pre-use evaluation of D2L discussion forum

- Free
- Online
- Stable
- Easy to use
- Engaging
- Students already familiar
- Popular with students outside of classroom
- Pleasant design
- Can be embedded in course management system/website




Shelby

Grammar Activity: Below is the link to my Weebly pages for the assignment! Enjoy!

[http://\[redacted\].weebly.com/grammar-activity.html](http://[redacted].weebly.com/grammar-activity.html)

Grammar Activity

[redacted].weebly.com


Welcome to our class projects page! Below, I have created an activity for all of you to complete. Although this activity will take place in the classroom, I wanted to post it on the class website so...

 Like ·  Comment ·  Follow Post ·  Share · June 6 at 4:47pm

 Seen by everyone

 View 32 more comments

 **Heather** Moira, I really liked the layout and consistent theme throughout your weebly site. I thought your first activity was a good way for students to determine and compare nouns to adjectives and verbs. Your transitions from activities to answers are also ... [See More](#)
June 10 at 10:56pm · Like

 **Heather** Klarissa, first off I really liked how user friendly your website was. I could see many young elementary students or specifically first graders being able to maneuver through your website with ease which is very important. I also thought it was a gr ... [See More](#)
June 10 at 11:13pm · Like



Write a comment...



Example: Pre-use evaluation

- Free
- Online
- Stable
- Easy to use
- Engaging
- Students already familiar
- Popular with students outside of classroom
- Pleasant design
- Can be embedded/exists in course management system/website



5. Post-use evaluation

- During and after use, collect informal and formal feedback from students about tool
 - Midterm survey
 - End-of-course survey
- Based on feedback & your own experience, was tool
 - Acceptable?
 - Effective?
- Changes to original list of priorities?
 - Addition/deletion of priorities?
 - Reorder?
 - What tool is now best choice?



Example: Post-use evaluation

- “Facebook was awful. I don't like using social networking for class work. It would have been fine to post updates and ask questions, but discussions on facebook were awful.”
- “Using facebook as a discussion board was not helpful. It was pretty irritating to have constant notifications from my group mates.”



Example: Post-use evaluation

- Free
- Online
- Stable
- Easy to use
- ~~Engaging~~
- Students already familiar
- ~~Popular with students outside of classroom~~
- Pleasant design
- Can be embedded/exists in D2L/course website



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Resources

- **Finding and Evaluating CALL Resources (Phil Hubbard)**
<http://www.stanford.edu/~efs/callcourse2/CALL2.htm>
- **CALICO's software review guidelines**
<https://www.calico.org/page.php?id=523>
- **NFLRC checklist for evaluating software**
<http://nflrc.hawaii.edu/Networks/NW31/NW31t.pdf>
- **Usability review template**
<http://www.uxforthemasses.com/blog/wp-content/uploads/2011/02/Usability-review-template.pdf>
- **Rubric for online instruction**
<http://www.csuchico.edu/celt/roi/history.shtml>
- **Criteria for Evaluating the Quality of Online Courses**
<http://elearning.typepad.com/thelearnedman/ID/evaluatingcourses.pdf>

Resources

- Chapelle, C. A. (2001). Computer-assisted language learning. In *Computer applications in second language acquisition* (pp. 44–94). Cambridge, England: Cambridge University Press.
- Hubbard, P. (1988). An integrated framework for CALL courseware evaluation. *CALICO Journal*, 6(2), 51–72.
- Hubbard, P. (2011). Evaluation of courseware and websites. In N. Arnold & L. Ducate (Eds.), *Present and future promises of CALL: From theory and research to new directions in language teaching* (pp. 407–440). San Marcos, TX: CALICO.
- Jamieson, J., & Chapelle, C. A. (2010). Evaluating CALL use across multiple contexts. *System*, 38, 357–369.
doi:10.1016/j.system.2010.06.014
- Perkins, J., & Cunningham, K. (2013). The LLC as facilitator in integrating Web 2.0 applications into the language curriculum. In Ross, A. (Ed.), *IALLT language center management* (pp. 159–168).

