



Education Alliance Finland

The Education Alliance Finland Evaluation Process



All EAF certified products can be found on www.educationalliancefinland.com

Bookr Class



BOOKR Class is a digital library of animated books and games with a Teacher's Dashboard

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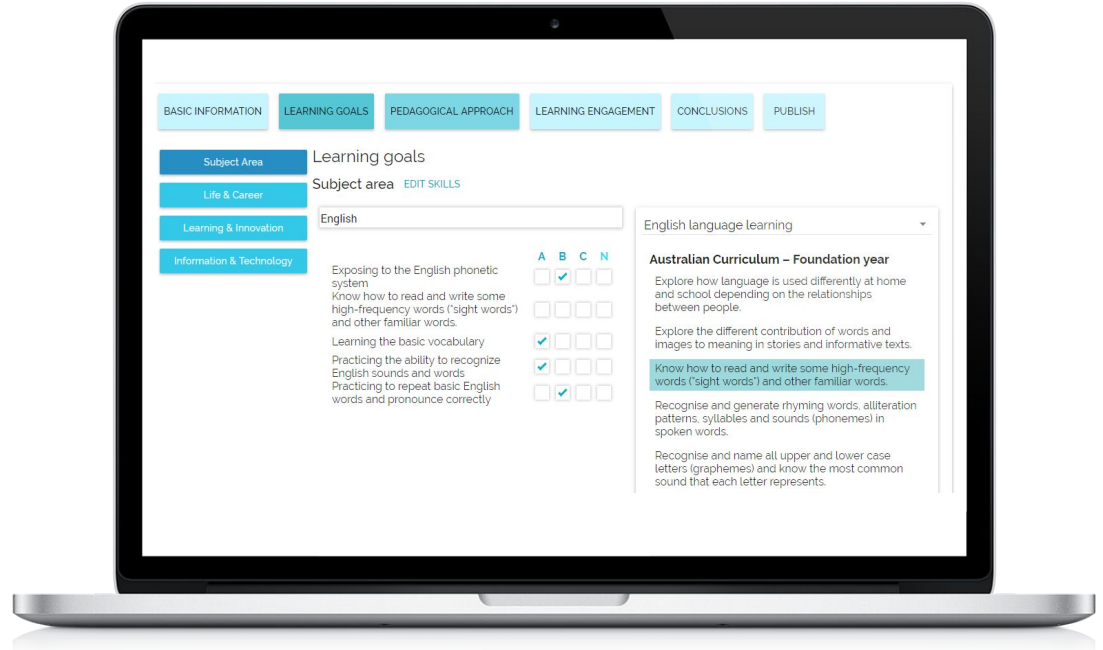
Learning Goals

Matching the learning goals

The evaluator maps the product's learning goals against a specific curriculum/curriculums.

All supported skills are listed and classified as *didactic (A-level)* or *facilitative (B-level)* goals.

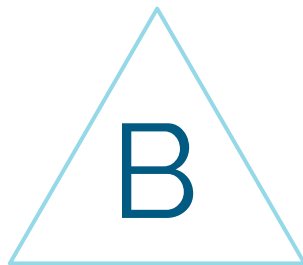
The EAF Evaluation Tool has several hundred skills listed from various national curriculums on several subjects (Languages, STEM, Arts etc.)





Primary Goals

Content is instructional and didactic: Learning of these skills is constantly present in the core usage.



Secondary Goals

Content is partly instructional, partly facilitative: Learning of these skills is present in the core usage, but not essentially and constantly stressed.



Non-Existing

Content does not exist: Learning these skills would be a meaningful part of the use of the solution, but they are missing.



Subject Area

English as a Second Language



Subject area - Primary skills

Second Language Learning Written Production - CEFR - A1

1. Can write simple phrases and sentences about themselves and imaginary people, where they live . . . and what they do.



= Primary goal: content is [didactic](#)







= Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Written Production - CEFR - A2

1. Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. 
2. Can write very short, basic descriptions of events, past activities and personal experiences. 
3. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. 




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Written Interaction - CEFR - A1

1. Can ask for or pass on personal details in written form. 
2. Can write a short simple postcard. 
3. 1 Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. 





 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Written Interaction - CEFR - A2

1. Can write very simple personal letters expressing thanks and apology. 
2. Can take a short, simple message provided he/she can ask for repetition and reformulation. 
3. Can write short, simple formulaic notes relating to matters in areas of immediate need. 
4. Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. 






 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Written Interaction - CEFR - B1

1. Can take messages communicating enquiries, explaining problems. 
2. Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. 
3. Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films 
4. Can write personal letters describing experiences, feelings and events in some detail. 
5. Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. 




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative



Subject area - Primary skills

Second Language Learning Spoken Production - CEFR - A1

1. Can describe him/herself, what he/she does and where he/she lives. 
2. Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast. 
3. Can produce simple mainly isolated phrases about people and places. 









 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Spoken Production - CEFR - A2

1. Can explain what he/she likes or dislikes about something. 
2. Can describe his/her family, living conditions, educational background, present or most recent job, ... 
3. Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. 
4. Can cope with a limited number of straightforward follow up questions. 
5. Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. 
6. Can give short, basic descriptions of events and activities. 
7. Can describe plans and arrangements, habits and routines, past activities and personal experiences. 
8. Can use simple descriptive language to make brief statements about and compare objects and possessions. 

 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)



Subject area - Primary skills

Second Language Learning Spoken Production - CEFR - A2

- 9. Can describe people, places and possessions in simple terms. B
- 10. Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate. B




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Spoken Production - CEFR - B1

1. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. 
2. Can relate the plot of a book or film and describe his/her reactions. 
3. Can describe dreams, hopes and ambitions. 



 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Spoken Production - CEFR - B2

1. Can construct a chain of reasoned argument: 
2. Can develop a clear argument, expanding and supporting his/her points of view at some length 
with subsidiary points and relevant examples.










 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Spoken Interaction - CEFR - A1

1. Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple 
2. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. 
3. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. 
4. Can make an introduction and use basic greeting and leave-taking expressions. 
5. Can ask how people are and react to news. 
6. Can ask people for things, and give people things. 
7. Can handle numbers, quantities, cost and time. 
8. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. 
9. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. 

 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Spoken Interaction - CEFR - A2

1. Can order a meal. 
2. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. 
3. Can establish social contact: greetings and farewells; introductions; giving thanks. 
4. Can participate in short conversations in routine contexts on topics of interest. 
5. Can express how he/she feels in simple terms, and express thanks. 
6. Can use simple everyday polite forms of greeting and address 
7. Can make and respond to invitations, invitations and apologies. 
8. Can say what he/she likes and dislikes. 









 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Spoken Interaction - CEFR - A2

- 9. Can generally identify the topic of discussion around her which is conducted slowly and clearly. . . . 
- 10. Can discuss what to do in the evening, at the weekend. 
- 11. Can make and respond to suggestions. 
- 12. Can agree and disagree with others. 
- 13. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. . . 
- 14. Can discuss what to do, where to go and make arrangements to meet. 
- 15. Can generally follow changes of topic in formal discussion related to his/her field which is
conducted slowly and clearly. 
- 16. Can exchange relevant information and give his/her opinion on practical problems when asked
directly, provided he/she receives some help with formulation and can ask for repetition of key
points if necessary. 










 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Spoken Interaction - CEFR - A2

- 17. Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary. 
- 18. Can discuss what to do next, making and responding to suggestions, asking for and giving directions 
- 19. Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. 
- 20. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. 
- 21. Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. 
- 22. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature. 
- 23. Can ask for and provide everyday goods and services. 
- 24. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. 
- 25. Can ask about things and make simple transactions in shops, post offices or banks. 









 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Spoken Interaction - CEFR - A2

- 26. Can give and receive information about quantities, numbers, prices etc. 
- 27. Can make simple purchases by stating what is wanted and asking the price. 
- 28. Can ask and answer questions about habits and routines. 
- 29. Can ask and answer questions about pastimes and past activities. 
- 30. Can give and follow simple directions and instructions e.g. explain how to get somewhere. 
- 31. Can ask and answer questions about what they do at work and in free time. 
- 32. Can ask for and provide personal information. 
- 33. Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. 









 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Spoken Interaction - CEFR - B1

1. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 
2. Can enter unprepared into conversations on familiar topics. 
3. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. 
4. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. 
5. Can give or seek personal views and opinions in discussing topics of interest. 
6. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). 
7. Can express belief, opinion, agreement and disagreement politely. 
8. Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. 




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative



Subject area - Primary skills

Second Language Learning Spoken Interaction - CEFR - B2

1. Can help along the progress of the work by inviting others to join in, say what they think etc. 
2. Can keep up with an animated discussion between native speakers 
3. Can understand detailed instructions reliably. 






 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Reading Comprehension - CEFR - A1

1. Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. 
2. Can understand short, simple messages on postcards. 
3. Can recognise familiar names, words and very basic phrases on simple notices in the most common, everyday situations. 
4. Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 
5. Can follow short, simple written directions (e.g., to go from X to Y). 








 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Reading Comprehension - CEFR - A2

1. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language 
2. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. 
3. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics 
4. Can understand short simple personal letters. 
5. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables 
6. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). 
7. Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings. 




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Reading Comprehension - CEFR - A2

- 8. Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. 
- 9. Can understand regulations, for example safety, when expressed in simple language. 
- 10. Can understand simple instructions on equipment encountered in everyday life - such as a public telephone. 




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Reading Comprehension - CEFR - B1

1. Can read straightforward factual texts on subjects related to his/her field and interest with a  B satisfactory level of comprehension.
2. Can scan longer texts in order to locate desired information, and gather information from different . .  B parts of a text, or from different texts in order to fulfil a specific task.
3. Can find and understand relevant information in everyday material, such as letters, brochures and . .  N short official documents.







 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Reading Comprehension - CEFR - B2

1. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading 
2. Can scan quickly through long and complex texts, locating relevant details. 
3. Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. 
4. Can obtain information, ideas and opinions from highly specialised sources within his/her field. 
5. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. 
6. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. 



 = Primary goal: content is didactic


 = Secondary goal: content is facilitative



Subject area - Primary skills

Second Language Learning Listening Comprehension - CEFR - A1

1. Can follow speech that is very slow and carefully articulated, with long pauses for him/her to  A
assimilate meaning.
2. Can understand instructions addressed carefully and slowly to him/her and follow short, simple  A
directions.









 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Second Language Learning Listening Comprehension - CEFR - A2

1. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. 
2. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic, personal and family information, shopping, local geography, employment) provided speech is 
3. Can generally identify the topic of discussion around her that is conducted slowly and clearly. 
4. Can catch the main point in short, clear, simple messages and announcement. 
5. Can understand simple directions relating to how to get from X to Y, by foot or public transport. 
6. Can understand and extract the essential information from short recorded passages dealing with, 
7. Can identify the main point of TV news items reporting events, accidents etc. where the visual, 
8. Can follow changes of topic of factual TV news items, and form an idea of the main content. 




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Listening Comprehension - CEFR - B1

1. Can follow many films in which visuals and action carry much of the storyline, and which are  B
2. Can follow in outline straightforward short talks on familiar topics provided these are delivered in . . .  B
clearly articulated standard speech.
3. Can understand the main points of clear standard speech on familiar matters regularly encountered.  B
in work, school, leisure etc., including short narratives.





 A = Primary goal: content is didactic


 B = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Listening Comprehension - CEFR - B2

1. Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. 
2. Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background 
3. Can keep up with an animated conversation between native speakers; have the ability to understand. 
4. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. 







 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Linguistic Competence - CEFR - A1

1. Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. 
2. Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. 
3. Can spell his/her address, nationality and other personal details. 
4. Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc 
5. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. 
6. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. 









 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Linguistic Competence - CEFR - A2

1. Uses some simple structures correctly, but still systematically makes basic mistakes - for example, tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she 
2. Can control a narrow vocabulary repertoire dealing with concrete everyday needs. 
3. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but, conversational partners will need to ask for repetition from time to time. 
4. Can copy short sentences on everyday subjects - e.g. directions how to get somewhere, 
5. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. 
6. Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. 
7. Can socialise simply but effectively using the simplest common expressions and following basic routines 
8. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc 




 = Primary goal: content is didactic


 = Secondary goal: content is facilitative




Subject area - Primary skills

Second Language Learning Linguistic Competence - CEFR - A2

- 9. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. 
- 10. Has a sufficient vocabulary for the expression of basic communicative needs. 
- 11. Has a sufficient vocabulary for coping with simple survival needs. 

 = Primary goal: content is [didactic](#)

 = Secondary goal: content is [facilitative](#)




Life & Career

Cross-Disciplinary Thinking / Social Skills / Cross Cultural Skills
and Global Awareness / Wellbeing and Sustainable
Development / Work life skills and Entrepreneurship /



Cross-Disciplinary Thinking








1. Practicing to notice causal connections  A
2. Learning to build information on top of previously learned  A
3. Encouraging to build new information and visions  A
4. Learning to combine information to find new innovations  A
5. Practicing to notice links between subjects learned  A


 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)



Social Skills








1. Practicing to use foreign language as a communication tool  A
2. Practicing to work with others  A
3. Practicing to argument clearly own opinions and reasonings  A
4. Learning to listen other people's opinions  A
5. Practicing to express own thoughts and feelings  A
6. Practicing to give, get and reflect feedback  A
7. Enabling the growth of positive self-image  A


 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)



Cross Cultural Skills and Global Awareness





1. Learning about different languages  A
2. Learning to understand people, surroundings and phenomenons around us  A
3. Getting familiar with different cultures  A
4. Supporting student to build their own linguistic and cultural identity  A
5. Encouraging to build new information and visions  A
6. Learning about cultural aspects and to respect different cultures  A
7. Learning about different countries and their characteristics  A


 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)



Wellbeing and Sustainable Development

1. Recognizing habits that are good for sustainable living 
2. Supporting the growth of environmental awareness 
3. Learning to face failures and disappointments 
4. Practicing to recognize and express feelings 
5. Encouraging the growth of positive self-image 








 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Life & Career skills

Work life skills and Entrepreneurship

1. Learning to use foreign language in work context.  A
2. Encouraging positive attitude towards working life.  A
3. Practicing time management  A
4. Learning to plan and organize work processes.  A
5. Practicing versatile ways of working  A
6. Connecting subjects learned at school to skills needed at working life.  A
7. Realizing the connection between subjects learned in free time.  A
and their impact to skills needed at worklife

 A = Primary goal: content is [didactic](#)

 B = Secondary goal: content is [facilitative](#)











Learning & Innovation

Cognitive and thinking skills / Creativity and Innovation /
Learning to Learn / Critical Thinking & Problem Solving /



Cognitive and thinking skills


1. Practicing memorizing skills 
2. Practicing fine motor skills 
3. Practicing categorization and classification 
4. Practicing to observe spoken and written language 
5. Practising visual recognition 
6. Learning to notice causal connections 
7. Practicing letters, alphabets and written language 


 = Primary goal: content is didactic


 = Secondary goal: content is facilitative



Creativity and Innovation







1. Practicing creative thinking. 
2. Encouraging students to be innovative and express new ideas. 
3. Practicing to use imagination and to be innovative. 
4. Practicing to use imagination and to be innovative. 
5. Practicing to use arts as a way to express. 
6. Practicing to improvise. 


 = Primary goal: content is didactic

 = Secondary goal: content is facilitative



Learning to Learn

1. Learning to find the joy of learning and new challenges 
2. Practicing persistent working 
3. Practicing to take responsibility of one's own learning 
4. Practicing to set one's own learning goals 
5. Practicing to evaluate one's own learning 
6. Practicing to find ways of working that are best for oneself 


 = Primary goal: content is [didactic](#)

 = Secondary goal: content is [facilitative](#)



Critical Thinking & Problem Solving

1. Practicing strategic thinking 
2. Learning to recognise and evaluate arguments and their reasonings 
3. Practicing to notice causal connections 
4. Practicing to look things from different perspectives 
5. Developing problem solving skills 
6. Practicing to create questions and make justifiable arguments based on observations 

 = Primary goal: content is didactic

 = Secondary goal: content is facilitative








Information & Technology


ICT Literacy / Media and Information Literacy / Multimodal
Literacy /




ICT Literacy - Primary skills

ICT Literacy

1. Using technology as a part of explorative and creative process  A
2. Understanding and practicing safe and responsible uses of technology  B
3. Using technology as a part of explorative process  A
4. Using technological resources for finding and applying information  A
5. Building common knowledge of technological solutions and their meaning in everyday life  A

 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)




ICT Literacy - Primary skills

Media and Information Literacy

1. Practicing to use information independently and interactively  A
2. Practicing to find, evaluate and share information  A
3. Practicing keyboard skills and touch typing  A
4. Learning the basics of spelling  B
5. Learning to plan and design own written content and textual representations  B
6. Learning to view and consider media and advertising critically  B
7. Familiarizing with the influences of media and understanding its affordances  B










 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)




ICT Literacy - Primary skills

Multimodal Literacy

1. Practicing logical reasoning to understand and interpret information in different forms  A
2. Learning to understand and interpret diverse types of texts, from vernacular to academic  A
3. Experiencing and exploring sounds and music from different sources  B
4. Understanding concepts of music and familiarizing with different notations  B
5. Using technology as a part of explorative and creative process  A
6. Learning to acquire, modify and produce information in different forms  A
7. Practising to understand visual concepts and shapes and observe their qualities  A
8. Learning to understand and interpret diverse types of texts  A
9. Understanding and interpreting of matrices and diagrams  B

 A = Primary goal: content is [didactic](#)

 B = Secondary goal: content is [facilitative](#)

Pedagogical Approach

Assessing the pedagogy

Pedagogical Approach » Subject Area
Passive - Active Hide this parameter ⊖

Fully A lot o A little Not at all Ignore

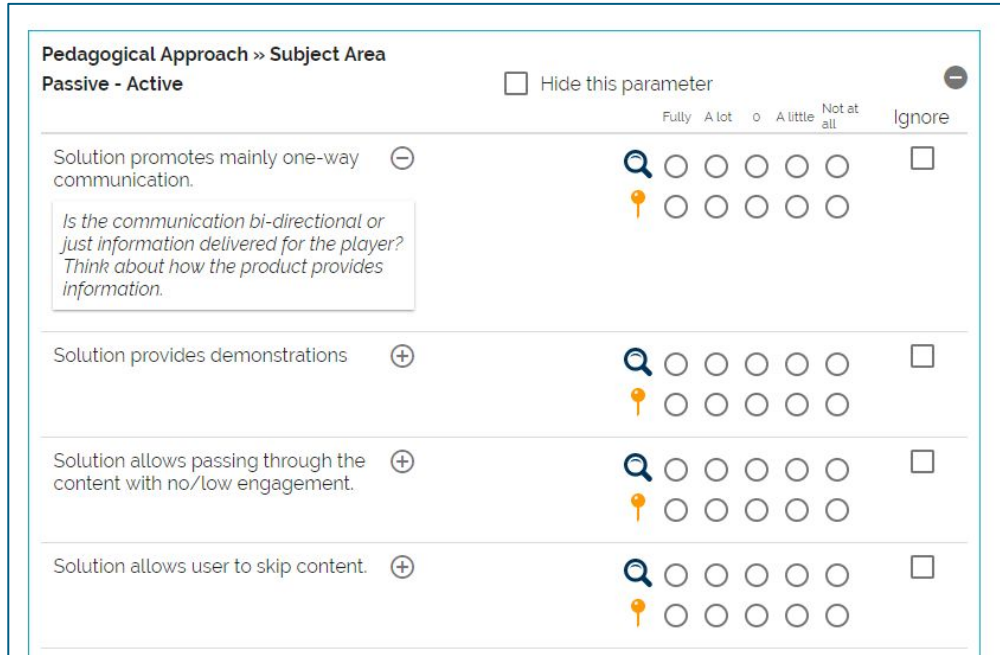
Solution promotes mainly one-way communication. ⊖

*Is the communication bi-directional or just information delivered for the player?
Think about how the product provides information.*

Solution provides demonstrations ⊕

Solution allows passing through the content with no/low engagement. ⊕

Solution allows user to skip content. ⊕



The evaluator answers a set of statements to assess the product's pedagogical approach.

The answers to the questions result to a numeric score on each parameter. The parameters are shown as contrary pair sliders.

The assessment is divided into four parameters:

- 1. Passive – Active**
- 2. Rehearse – Construct**
- 3. Linear – Non-linear**
- 4. Individual – Collaborative**

The set of questions and definitions, have been developed by researchers from the Helsinki University.

Criterion definition

Q **Passive / Active**

Passive: Learner in an observant role

Active: Learning by doing

Q **Individual / Collaborative**

Individual: Learner is learning by her- or himself

Collaborative: Requires collaboration with other learners

Q **Linear / Non-linear**

Linear: Proceeding linearly through repetitive tasks

Non-linear: Supports free exploration and finding solutions in variable ways.

Q **Rehearse / Construct**

Rehearse: Practicing earlier learned

Construct: Learning and constructing new concepts

How to read the contrary pair analysis?



The magnifier tells where the product currently positions the learner, in the pedagogical dimension.

The pin shows where the product should position the learner according to the evaluators.

The Rating Scale



-80

Fair

There are crucial issues with the pedagogical approach. Improvements are necessary in order to achieve high educational quality.



80+

Good

The pedagogical approach is valid. However, many improvements could be made in order to improve this aspect of learning experience.



90+

Excellent

The pedagogical approach is innovative and meaningful. Some improvements could be made in order to improve this aspect of learning experience.



95+

Outstanding

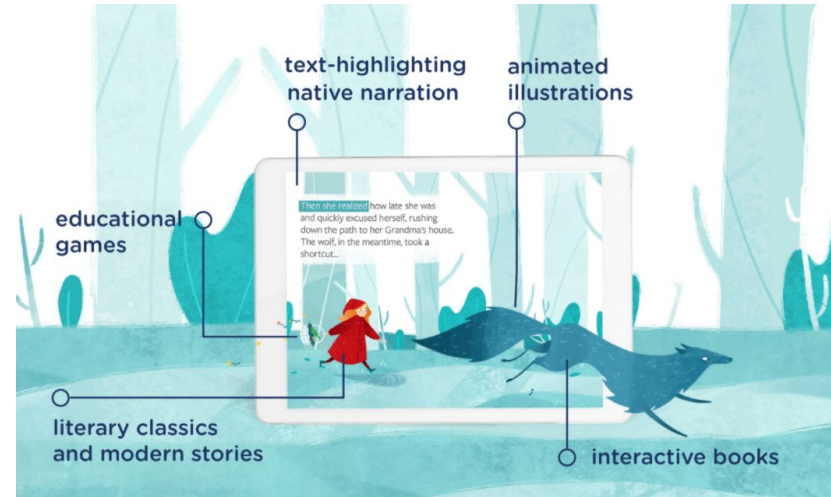
Product is exceptionally innovative and provides high educational value. The content is delivered in an extremely meaningful and engaging way.



Passive - Active: 98/100 = Outstanding



Strengths: Bookr has a great amount of high quality content for teaching and learning. Teachers can use the stories and provided lesson plans in class, and the students can use it with their peers during class time and continue individually for home-based learning. The material in the books are well structured and suitable for the target groups. A great strength is a multimodal approach; all animations, sounds and small activities support reading and understanding stories. The gamification mechanics indicate learner's progress very well, but don't take away the free exploration and joy of reading. After reading and finishing questions related to one book, there's recommendation for users. The Hand Book material has great, varied activities to do in class.





Passive - Active: 98/100 = Outstanding



Development areas: Depending on which book the learners read, they will get coins and a badge. However, it is not exactly clear, how to the coins can be spent. There are instructions and recommendations for users, but not many encouragements to move forward or continue the reading habit. Although this makes the gamification very non-intrusive, in some parts it could be even made stronger.

The screenshot shows a user profile for Olli Oppilas. The profile includes a navigation menu with 'My Profile', 'Settings', 'Help', and 'App Intro'. The main content area is titled 'Level 1' and features three achievement cards: 'You collected: 10' (with a coin icon), 'You've read in a row: 0 day' (with a crown icon), and 'Time spent reading: 0 h 7 m' (with an hourglass icon). Below these is an 'Interest' section with icons for People, Nature, Travel, and Hobby, and a 'Show All Interests' button. At the bottom, there is a 'Badges' section displaying a grid of 12 different badge icons.



Rehearse - Construct: 94/100 = Excellent



Strengths: In both the Bookr app and in the Handbook the learning goals are clearly present and all Handbook activities clearly tell, what is practiced with them. The books are available for various English levels, and the teacher can give assignments from teachers. The Learners have plenty of freedom, and can freely choose which book they want to read in their level. There is a starting test to evaluate the English level, and when practicing independently, the feedback from your quizzes and activities is very clear and constructive.

← Back

Test your knowledge!

The test contains 30 questions.
Choose the right answer to each question then tap "Next".
Tap "Submit" at the end of the test.

Start Test

Skip for now



Rehearse - Construct: 94/100 = Excellent

Rehearse



Construct

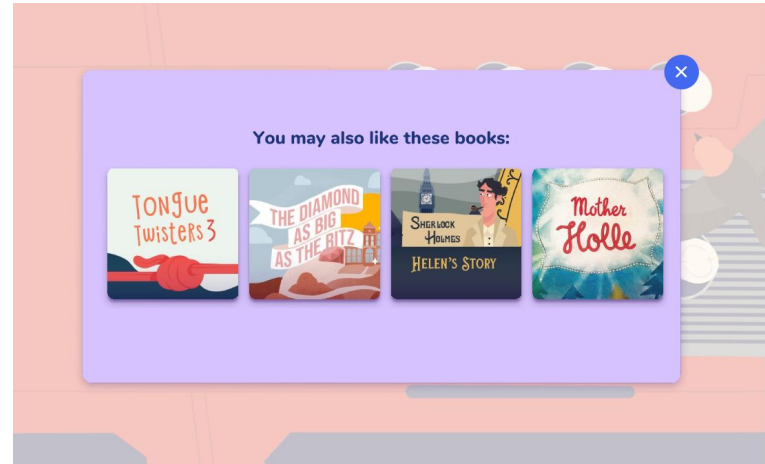
Development areas: Teachers have the goals and they are well presented in the solution and handbook. Pupils do not necessarily know what they are so teachers must provide these goals in the lesson. Understanding the learning goals is important part of practice, so students should be made aware, what they are practicing. Bookr might ask the learners to set themselves goals. For example, how many books/pages/minutes they want to read per day or how many coins they want to earn. In the Handbook, the baseline is the same for all users. Maybe there could be different challenge levels inside the grades 1-6 as well so the same age groups could get more challenging tasks quite easily.



Linear - Non-linear: 96/100 = Outstanding



Strengths: Bookr allows teacher to plan interesting sessions around the material that can be found on the app. Their activities in the Handbook can be easily taken into use or adapted. Progress can be scheduled accurately, and the teacher receives very good analytics and accurate data on their learner's progress, also if they are reading independently. For the learners, the app is free and flexible to use, and with songs, videos and activities included, everyone can find something interesting to get started.





Linear - Non-linear: 96/100 = Outstanding



Development areas: Because Bookr is for reading and exploration, there isn't a clear start or learning path for students. The teacher needs to provide the structure and explain eg. grammar more properly. Some students might get a bit confused by the freedom - they might need a more clear path for developing their skills in the second language. The path could also give structure and goals to aim for, and the learning goals could become more visible.

An idea for the teacher dashboard: Right now, the teacher can view and assign books. A chance to create reading lists and share them with other teachers in the organization could be a useful tool.



Individual - Collaborative: 94/100 = Excellent

Individual



Collaborative

Strengths: Although the Bookr app supports very independent and also home-based learning, the teacher Handbook makes it clear that the app works best when used collaboratively in class. Many of the Handbook tasks require speaking, sharing of knowledge, and reading together. These are essential for learning to use the language.

DIFFERENTIATION:

Students can also suggest ideas on the activities of Itsy Bitsy activating their vocabulary of movement verbs. Now it's the teacher's or another student's task to try to execute the movement with the spider puppet.

2. ACTIVITY GAME

#COLLABORATION, #MEMORY



The teacher has some pictures printed. The pictures have the movement types on them. One student comes to the front, picks a picture and acts it out. The others guess using "He/She is ...ing." After a few examples the teacher forms groups of threes or fours, and the students continue the activity in these smaller groups. The teacher monitors the task.

3. PREPARING FOR STORY WRITING

#COOPERATION



Learners are divided into three groups. Their task is to match the pictures to the words and to finish the sentences. Every group has a different task (Appendix): one group is working with verbs (to climb, to jump, to run, to walk, to dance), one with adjectives (happy, sad, okay, fine, tired), and one is working with short sentences related to weather (It is sunny., It is windy., It is cloudy., It is rainy.)

The teacher demonstrates the task of connecting the pictures and the expressions and then the sentence formation.



Individual - Collaborative: 94/100 = Excellent



Development areas: When students read books, learn and collect rewards individually, the app lacks social aspects. Having a (class) community also inside the app could inspire students to read more. They could eg. share what they read or recommend a book to their friends.



Learning Engagement

The Six Aspects of Learning Engagement

Q **Autonomy**

Feeling that the user's actions in the product are based on their own decisions rather than feeling there is external pressure to choose a certain action.

Q **Competence**

The user can feel capable and effective in their actions rather than feeling incompetent or ineffective.

Q **Relatedness**

Feeling that in the product there is meaningful contact with people who care about you rather than feeling lonely and uncared for. You can also feel connection with fictional characters and events in the product.

Q **Respect**

Feeling that the product takes the user into account as a capable and desired actor rather than feeling that the user's opinions and experiences are neglected.

Q **Stimulation**

Feeling that the product offers plenty of enjoyment and pleasure rather than feeling bored and understimulated by the product.

Q **Safety**

Feeling that the product is a safe environment for having fun and trying out things rather than feeling uncertain of the consequences or threatened by other users.

The Rating Scale



1

Not Supported

There are issues with the user engagement in this area.



2-3

Supported

The product takes into account this aspect of user engagement. Some improvements could be made in order to improve the support.



4-5

Well supported

There are several well executed features which support this aspect of user engagement.



Autonomy

Score: 3.67/5 = Supported

The users actions in the product are based on their own decisions rather than feeling external pressure to choose a certain action.

Main strengths

Score

- | | | |
|----|--|-----|
| 1. | The product motivates the use well. | 4.3 |
| 2. | It is possible to use creativity and express yourself when using the product, | 3.3 |

The app and teacher's Handbook create a very good combination for interesting and varied language learning. The student has the freedom to choose the books they like.



Autonomy

Score: 3.67/5 = Supported

The users actions in the product are based on their own decisions rather than feeling external pressure to choose a certain action.

Main development areas

Score

1. The user can create their own goals for the use.

3

There could be more clear goal-setting involved to drive a continuous reading habit.



Competence Score: 4.25/5 = Well supported

Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective

Main strengths

Score

- | | | |
|----|--|-----|
| 1. | Experienced and advanced users can find more challenge in the product. | 4.7 |
| 2. | The product gives you enough information to use it efficiently. | 4.3 |
| 3. | Progression on the product depends on succeeding on things relevant for learning. | 4.3 |

The assignments in both the app and in the Handbook are very well thought of and there is plenty of variation. The app is very easy to use.



Competence Score: 4.25/5 = Well supported

Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective

Main development areas

Score

1. The product rewards the user in a meaningful way and according to the challenge **3.3**

In some occasions there could be more encouragement and explanations also while you are in the middle of an task, not only when you have completed it: Good work! Well done! You've progressed well, 80% of the contents. Also, in reading comprehension tasks there's a summary of questions and learner's answers in the end. It is helpful, but it could be better if the correct answers with an explanation or citation from the story could be given immediately when answering questions.



Relatedness Score: 4.06/5 = Well supported

The product supports meaningful contact with people who care about your actions rather than feeling that the contact is one-sided or meaningless. The user can feel connection with fictional characters and events in the product.

Main strengths

Score

- | | | |
|----|--|-----|
| 1. | The story or fictional world present in the product motivates learning. | 4.3 |
| 2. | The product provides examples or motivation to learn the skill it tries to teach. | 4.3 |
| 3. | The visuals and characters in the product are suitable for targeted users. | 4.7 |

Each book is executed with a great care, and the Bookr app has a nice, unified look.

"I especially liked the rabbit, whose the laughing and sighing sounds are very lively and funny. The illustration of each book for the lower levels are clear and efficient."



Relatedness

Score: 4.06/5 = Well supported

The product supports meaningful contact with people who care about your actions rather than feeling that the contact is one-sided or meaningless. The user can feel connection with fictional characters and events in the product.

Main development areas

Score

1. The product supports social interaction, such as multiplayer or sharing of content with other people. . .

2.7

You could consider adding social features to the app to increase motivation and feeling of community.



Respect

Score: 4.4/5 = Supported

Feeling that the product takes the user into account as a capable and desired actor rather than feeling that the user's opinions and experiences are neglected.

Main strengths

Score

- | | | |
|----|---|-----|
| 1. | The product is suitable for both inexperienced and experienced users. Players can eg. skip tutorials or choose wanted difficulty levels | 4.7 |
| 2. | The product doesn't make assumptions on player's age, gender, race or origin. | 4.3 |

The feedback given to the learners is good and clear. The learners and teachers can choose the level of complexity to their liking. There is a good amount of material available.



Respect

Score: 4.4/5 = Supported

Feeling that the product takes the user into account as a capable and desired actor rather than feeling that the user's opinions and experiences are neglected.

Main development areas

Score

1. The product doesn't have bugs which cause errors or crashing. 3.7

There were some technical errors. In the laptop the navigation got stuck and it wasn't possible to scroll down in the front page. If you maximize the screen in the laptop, the resolution is not high enough - the view gets pixelated.

The account and license management in the Admin platform had some difficulties, and even though the Admin platform doesn't have that many functions, it was still unclear, where some actions should be performed.



Stimulation

Score: 4.4/5 = Well supported

Feeling that you get plenty of enjoyment and pleasure rather than feeling bored and understimulated by the product.

Main strengths

Score

- | | | |
|----|---|-----|
| 1. | The product's challenge level is optimal for the targeted users, or it can be chosen..... | 4.3 |
| 2. | The product's graphics, sounds and other elements support the narrative and user experience in a meaningful way and are pleasant. | 4.7 |

The books are executed in a great way and the multimodal approach is really well done. The app is easy to use for learners independently.



Stimulation

Score: 4.4/5 = Well supported

Feeling that you get plenty of enjoyment and pleasure rather than feeling bored and understimulated by the product.

Main development areas

Score

1. The product encourages exploring it further. 4

The purposes of collecting coins and badges could be clarified. Also, how do learners know if they can move to higher levels or to more complex books? Could there be some kind of drive forward?



Safety

Score: 4.7/5 = Supported

Feeling that the product is a safe environment for having fun and trying out things rather than feeling uncertain of the consequences or threatened by other users

Main strengths

Score

- | | | |
|----|--|-----|
| 1. | The user does not lose any hard-won rewards or results if they do something wrong. | 4.7 |
| 2. | Making errors is beneficial. Everytime you make an error, you learn something from it. | 4.3 |
| 3. | The product doesn't include content or advertising which would be harmful for the targeted users | 5 |

The app is easy and safe to use, as there isn't any social features or advertisement. The content is well-curated and age appropriate. The learner can also safely exit a book without losing the track of where they are.



Results

Bookr Class

High Educational Quality Aspects

1. Bookr has a good amount of well executed material for reading and second language learning skills.
2. The teacher Handbook represents solid, modern pedagogy that promotes learning together and using language in various ways.
3. The learner can practice language very actively with multiple good quality activities in the app.

Pedagogical Approach **96 %**

Learning Engagement **4.25/5**



According to Education Alliance Finland evaluation, Bookr Class represents high educational quality and is proven to promote learning efficiently.



Background

*Expert Evaluation of **what** the solution teaches and **how** it teaches?*

Education Alliance Finland
conducts impact
evaluations based on
global quality standard for
learning solutions

Education Alliance Finland



Expert Evaluation and Rating

The analysis of how the product supports learning of different skills is done by using a contrary pair criterion. The evaluator uses contrary pairs to diagnose skill-specifically the pedagogical approach which the product represents. The diagnose is done by using slider between contrary pairs, setting the slider in a position that describes the product's approach. Evaluator uses the same slider to describe the best possible approach and gives a rate (0-100) on how adequate approach the product has.

All diagnoses and ratings are done by two expert-evaluators separately. After all skills are diagnosed through the criterion, evaluators discuss and form a concluding diagnose of two separate evaluations.

The rating points out the strengths and development areas, mirroring them with the needs of education field and product development possibilities. After pointing out the development areas, the analysis gathers suggestions on how to improve the product.

Outcomes

- Q Defining **what** and **how** the product teaches
- Q Analysis of features which **engage** the learners
- Q Pointing out the strengths and development areas
- Q Giving validation for building the marketing message

Pedagogical Model and Learner Perception

In the first phase of the analysis evaluators are forming product related statements to define a variation of skill sets that the use of the product supports. The base of the statements is formed upon definitions of 21st century skills, Finnish pedagogics and existing research evidence related to the product. The reason for using the mentioned influencers is that they represent the needs of the education field globally.

In the second phase the same influencers are used to develop the criterion for evaluation how the product supports learning of different detected skills. Finnish new curriculum represents a learner perception based on most advanced understanding of efficient pedagogical approach and therefore it can set the highest quality standards for education tools.

Pedagogical approach - Passive / Active

Regarding the role of the student, we characterize the learning solution as promoting learning that is situated somewhere on the scale between *passive* and *active*. As key components determining the characteristics of the solution on this scale we use *accountability*, *behavioural engagement* and *emotional engagement*.

Agency	Behavioural engagement	Emotional engagement
<i>Autonomy</i>	<i>Interactivity</i>	<i>Activating motivation</i>
<i>Self-regulation</i>	<i>Engagement</i>	<i>Sustaining motivation</i>
<i>Intentionality</i>	<i>Scaffolding</i>	<i>Feed forward</i>

Passive



Active

Pedagogical approach - Rehearse / Construct

Regarding the learning activities, we characterize the learning solution as promoting learning that is situated somewhere on the scale between rehearse and construct. As key components determining the characteristics of the solution on this scale we use sparking of interest, building of knowledge and reflection of learned.

Interest	Knowledge building	Reflection
<i>Activating interest</i>	<i>Defining goals</i>	<i>Reflection</i>
<i>Mapping prior knowledge</i>	<i>Applying existing knowledge (adaptation/assimilation)</i>	<i>Decision-making</i>
<i>Customisation</i>	<i>Knowledge creation</i>	<i>Difficulty optimisation</i>

Rehearse



Construct

Pedagogical approach - Individual / Collaborative

Regarding the learning activities, we characterize the learning solution as promoting learning that is situated somewhere on the scale between individual and collaborative. As key components determining the characteristics of the solution on this scale we use interaction, responsibility and regulation.

Interaction	Responsibility	Regulation
<i>Interaction</i>	<i>Accountability</i>	<i>Self / co-regulation</i>
<i>Fostering collaboration</i>	<i>Peer support</i>	<i>Personal / shared learning goals</i>
<i>Content sharing</i>	<i>Information sharing</i>	<i>Independency / co-dependency</i>

Individual



Collaborative

Pedagogical approach - Linear / Non-linear

Regarding the learning process, we characterize the learning solution as promoting learning that is situated somewhere on the scale between linear and non-linear. As key components determining the characteristics of the solution on this scale we use procession and predictability.

Process	Predictability
<i>User progression</i>	<i>Predictability of outcomes</i>
<i>UX optimisation</i>	<i>UX limitations</i>

Linear



Non-linear

Assessing User Happiness

The user experience evaluation is done from the perspective of the user happiness. The evaluation assesses, how fun and engaging an product is to use, and it is suitable for entertainment games, learning games and utility apps,.

The evaluation focuses on things the users are able to do in the product, and how these features make the users feel. It takes into account the general usability of the products, but looks behind issues which are not essential for the experience. Therefore this type of evaluation is also suitable for proof of concept -state prototypes and ideas.

The evaluation report serves as a tool for the design and development team. It shows what are the features that support the user happiness the best, and how they do it. It will also point out things that hinder the happiness, and ways the experience could be improved.

Sources: The aspects of player happiness are from Hassenzalh, Marc et all: Designing Moments of Meaning and Pleasure. Experience Design and Happiness. International Journal of Design Vol. 7 No. 3 2013

Autonomy	<i>The user's actions in the product are based on their own decisions rather than feeling there is external pressure to choose a certain action.</i>	
1. The user can create their own goals for the use.		4. The product sets limitations for using it when and where I want to, and the limitations feel unnecessary or annoying.
2. The product motivates the use well		5. It is possible to make choices, and the different choices have clearly different and meaningful outcomes.
3. It is easy to understand, what is the goal in using the product.		6. It is possible to use creativity and express yourself when using the product.

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Competence *Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective*

1. The product rewards the user in a meaningful way and according to the challenge	5. Progression on the product depends on succeeding on things relevant for learning.
2. The product gives you enough information to use it efficiently.	6. The first time experience is encouraging and it is easy to learn to use the product
3. Navigation in the product is easy and intuitive.	7. It is possible to feel successful and proud of myself when I am using the product.
4. The challenges and tasks in the product feel optimal for the targeted users	Experienced and advanced users can find more challenge in the product.

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Relatedness *In the product there is meaningful contact with people who care about your actions rather than feeling that the contact is one-sided or meaningless. The user can feel connection with fictional characters and events in the product.*

1. The story or fictional world present in the product motivates learning

4. The product supports social interaction, such as multiplayer or sharing of content with other people

2. The product uses language which makes you feel welcome and cared for.

5. The product provides examples or motivation to learn the skill it tries to teach.

3. The visuals and characters in the product are suitable for targeted users.

6. The product supports communication with other people and there are good reasons to communicate

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Respect

Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective

1. The product gives clear feedback on all your actions

4. The product is suitable for both inexperienced and experienced users. Players can eg. skip tutorials or choose wanted difficulty levels

2. The product doesn't make assumptions on player's age, gender, race or origin.

5. The product doesn't have bugs which cause errors or crashing.

3. The product doesn't include discriminative narrative or enforce unnecessary stereotypes

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Stimulation

Feeling that you get plenty of enjoyment and pleasure rather than feeling bored and understimulated by the product.

1. The product encourages exploring it further

4. The user doesn't unnecessarily need to repeat things which they have already learned

2. The product's challenge level is optimal for the targeted users, or it can be chosen

5. The product's graphics, sounds and other elements support the narrative and user experience in a meaningful way and are pleasant.

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Safety

Feeling that the product is a safe environment for having fun and trying out things rather than feeling uncertain of the consequences or threatened by other users.

1. Making errors is beneficial. Everytime you make an error, you learn something from it

4. The user does not lose any hard-won rewards or results if they do something wrong.

2. There is a way to report and possibly block misbehaving users.

5. If the user shares content - their work, their comments or anything else - it is always clear, who has access to the shared content.

3. The product doesn't include content or advertising which would be harmful for the targeted users

6. The user cannot make irreversible errors. Points that lead to restarting the use or re-doing things without a considerable effort should not be possible

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

The white paper article describes the theoretical background of the evaluation.



HOW TO DESIGN ENGAGING EDUCATIONAL SOLUTIONS?
December 7th 2017

How to Design Engaging Educational Solutions?

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HOW TO DESIGN ENGAGING EDUCATIONAL SOLUTIONS?

Abstract

The aim of this white paper is to examine the key components in designing good educational solutions. In this paper, we define a framework to guide educational solution design processes from the viewpoint of educational psychology. More precisely, we present the key components in designing a quality educational solution, as well as a pedagogical model, that can be used as the framework in design. Well-designed educational solutions have the power to foster or even transform goal-oriented learning pursuits, but not without good pedagogical design. Therefore, the design process should take into account the research on learning and pedagogy and pursue to implement good practices in order to promote and support learning. This can be achieved by designing solutions to implement a pedagogical model such as the engaging learning model. We conclude that instead of developing the most popular product, learning solution design should focus on trying to identify the goals and find the best way to help students of all ages and levels reach them.

Keywords: engaging learning, educational solution, educational solution design, pedagogical practices, educational psychology, engaging learning model

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