H5P Evaluation (Guideline) Checklist

1. Useability & Functionality	**Pedagogical Functionality**	
		Is the H5P interactive content aligned with course/module outcomes?
		Is the content type a good fit for presentation, assessment, or learning activities? Does it support learning intentions?
		Does its proximity/placement within learning help make connections?
		Is there a pattern of including H5P throughout the course for a cohesive and/or scaffolded learning experience?
		Are formative assessments progressing from basic to more complex concepts? (recognition, cued recall, free recall to synthesizing concepts)
		Is the time duration or amount of information presented appropriate? For longer ones is the time indicated?
		Are instructions/explanations included? Do students know the purpose of including the interaction and how it relates to learning goals? How to use it?
		Are affective learning experiences considered? Are strategies to manage emotions employed, such as language to warn about sensitive content, or humour/gamification used to make learning fun or less stressful?
		If formative assessments reveal knowledge gaps, are students directed to resources/activities to address them? (remediation opportunities)
	Ease of Use	
		Is the interactive content intuitive to navigate, use and complete?
		Are students able to control the pace of videos, move back and forth, or to redo formative assessment interactive contents?
		Is the interaction technically functional within the online learning/content management system? Does grading work?
		Is the interactive responsive to input? No lags or delays?
	Sharable	
		Does licensing permit reuse? Are rights of use indicated?
		Can it be embedded/reused? (downloadable)
		Is the meta data included helpful to find and describe resources accurately?
		Are images/audio/video media attributed?
		Is the interaction pedagogically functional outside the learning content, so it can be easily adapted for other contexts?
	Overall Quality	
		Has it been piloted, evaluated, and student feedback considered?
		Is the content accurate and if required is the content current/relevant?
		Are there broken links? Can all linked files be accessed and viewed?
		Are there spelling/grammatical or formatting errors?
		Is the media quality good? Are images and video clear? Is audio good quality?
		Does the interactive content add value to the overall learning experience?

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2. Design	**Visual**	
		Have alignments of all screen elements been minimized?
		Is text aligned and formatted with its purpose in mind? (Ex: short headings can be centred, but bigger chunks of text are less readable when centred)
		Is repetition, pattern and anomaly used intentionally to direct attention and re-enforce pedagogical intentions?
		Is hierarchy, proximity and white space considered so related information grouped together or set apart meaningfully?
		Are contrasting elements (colour, size, shape) used to cue attention and emphasize information when appropriate?
	Multimedia	
		Has extraneous text, images, colour and audio been removed?
		Are dual channels (visual/audio) managed to help learners process information effectively?
		Is foundational/pre-training information included? (definitions, names, key concepts)
		Is there some variety in interaction types to sustain interest and engagement?
		Is media presented in a humanized way? (human voice narration, warm tone)
3. Accessibility & Inclusion	**Accessible**	
		Do images, graphics, charts, infographics, tables include well written alt text?
		Is the type readable and legible? (font size, formatting, caps, line length)
		Have colour contrast ratios & colour blindness been considered?
		Are captions/transcripts included for audio/video media?
		Is the interactive content screen reader friendly? (heading tags & other code)
		Will it work on older computers/devices or in low internet bandwidth areas?
		Will the interaction work on a smaller device or on mobile?
	Inclusive	
		Is it bias free? (age, gender, sexual orientation, culture, religion, disability, body weight, racial, socail/economic class, addiction or mental health)
		Are strategies used to ensure representation? (use of gender neutral names and/or ethnic names, non-traditional families for case studies or examples)
		Is person-first language used for disability, unless identity-first is more appropriate for content or individual/community preferences considered?
		Does the text avoid jargon, technical terms, euphemisms, idioms?
		If intended to be broadly shared are localized terms avoided?
		Are symbols, emojis, images selected with cross-cultural considerations?
		Are decolonized terms and place names used and stigmatizing/offensive terms avoided? Are people referred to with their preferred terms?

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