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Taking advantage of new technologies in order to develop English skills: Effective web pages.

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ABSTRACT

At the beginning of 2020 we suffered a worldwide pandemic, which caused a profound effect on the lives of inhabitants around the globe, producing a huge impact on the educational sector. A great number of teachers had the necessity of introducing new technologies into the teaching-learning process, even though, after making a questionnaire, the majority of them claim that they do not have the abilities of using them correctly and that not all the web pages are appropriate for the acquisition of contents. With the purpose of facilitating and hastening the access to different online resources, the following project is based on elaborating a rubric in order to assess educational pages, besides the creation of a web which gathers links to a vast diversity of pedagogical websites.

KEY WORDS

ICT, online learning tools, education, English as a Foreign Language (EFL), assessment rubrics

RESUMEN

A principios del 2020 sufrimos una situación de pandemia, la cual causó un profundo efecto en la vida de la población mundial, provocando un gran impacto en el sector educativo. Una gran cantidad de docentes vieron la necesidad de introducir las nuevas tecnologías en el proceso de enseñanza-aprendizaje, aunque tras la realización de un cuestionario, la mayoría de ellos afirma que no tiene la capacidad de hacer un buen uso de ellas y que no todas las páginas web son apropiadas para la adquisición de contenidos. Con la finalidad de facilitar y acelerar el acceso a distintos recursos en línea, el siguiente proyecto se basa en la elaboración de una rúbrica para evaluar las páginas educativas, además de la creación de una web que reúne enlaces a una gran variedad de webs pedagógicas.

PALABRAS CLAVE

TIC, recursos educativos en línea, educación, Inglés como una lengua extranjera, evaluación de rúbricas

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1. INTRODUCTION

1.1. JUSTIFICATION

Over the last year all human beings have experienced a worldwide pandemic which has completely changed our lifestyle. Focusing on the educational process, a great number of teachers have had the necessity to modify their methodological teaching, being forced to look for innovative resources during Covid-19.

During the last decades, new technologies have become an essential tool in the educational world. However, not all teachers possess the abilities for using the internet for educational purposes in an effective way. That is the reason why the last school year was a bit challenging at the time due to the reorganisation of the activities during the confinement months, as students were doing their lessons from home. Therefore, teachers had to work with new technologies, balancing which resources were the most suitable for quality teaching, and this will be one of the basic issues that will be dealt with in this final degree project.

Additionally, while I was doing work experience practices I and II, I realized how relevant it was to motivate our scholars in order to achieve significant learning. According to Stockwell (2013), the use of technology is helpful for increasing the motivational levels of the students. Taking this into account, my proposal is based on gathering diverse instructive web pages which can be both advantageous for their learning skills and entertaining, so that they feel more encouraged to accomplish their tasks.

The reason why I have decided to carry out this project is because, as a future school teacher, I would like to do research about how technologies are applied within the educational institutions, going in depth into how they are used to improve students' English skills, together with the creation of a rubric for evaluating diverse didactic web pages, which could be used in any learning situation. As we are not able to find rubrics for evaluating Primary Education sites, I thought it would be a useful idea to create one.

1.2. AIMS

The main objective of the project is to analyze how new technologies produce a beneficial effect on the learning process, taking a close look at how they enhance English skills. Moreover, there will be an investigation into rubrics and how they are useful for checking the validation of web pages, and assessing whether they are appropriate, or not, for Primary Education.

In addition to the theoretical research, I will create and send a questionnaire to different teachers in order to gather information about which educational website they are using. Afterwards, I will create my own rubric for balancing the advantages and disadvantages of the web pages mentioned before. The following step consists of handing out the rubric to the teachers and comparing their answers.

Finally, another aim of the project is to design a web page which collects different links to the most advantageous websites, which have been previously assessed by the rubric. This last item will be likewise published in order to encourage teachers to evaluate other sites, thus enlarging the number of reliable and useful online pages.

2. THEORETICAL BACKGROUND

In the first instance, the incorporation of new technologies into the educational institution will be analyzed, considering its benefits and drawbacks. Thereafter, their usage in the development of English skills is going to be assessed.

2.1. NEW TECHNOLOGIES IN EDUCATION

Generally speaking, the twenty-first century has been a pioneer in terms of using new technologies in the educational world. Ortega (2011) claims that the introduction of these emerging technologies has caused an intense impact on the teaching process and has also benefited the instructive strategies. That is the reason why most of the Primary Education teaching methods have changed for the better.

Furthermore, the integration of Information and Communications Technology (ICT) while teaching a language results in raising the learners' interests and enhances their motivation (Djoub, 2013). In the words of Ray "Motivation is an essential condition of learning" (1992, p. 3). That is the reason why as teachers we ought to promote this encouraging atmosphere, at the same time we awaken their interest in learning foreign languages.

On the other hand, García (2015) claims that new technologies are the most powerful tool which significantly increment motivation levels. The importance of utilising these emerging resources and applying them to the teaching process is fundamental to awaken children's interest and engage them in the learning process.

Additionally, the application of ICT to the education system leads to a large number of advantages for both pupils and teachers. In the first instance, according to Mullamaa (2010), the use of new technologies ameliorates student-centred learning. Hence, individualisation and the ability of expressing themselves is promoted. Moreover, a diversity of classroom activities can be realised, for instance, independent work, pair-work or group-work.

Mullamaa (2010) also points to the importance of accessing any sort of information in a quick and effortless way. As we see, ICT, applied correctly, has plenty of benefits in the teaching-learning process. Likewise, as Sáez (2012) said, the academic performance, together with the scholar's grades, are positively affected by new technologies, in particular, in the English subject.

2.2. THE DEVELOPMENT OF THE DIFFERENT SKILLS IN ENGLISH

As we have mentioned before, ICT is applied to practically all subjects of the educational institution. Focusing on the English field of study, new technologies are used to facilitate the acquisition of a foreign language. There is a great diversity of resources to put into practice the English skills, such as videos, songs, films, web pages, among others. This last tool will be analyzed afterwards, as one of the most useful gadgets to incorporate into an English class.

All the previously detailed advantages of introducing ICT in the teaching-learning process are equally applied to the enhancement of the four English skills: listening, reading, speaking and

writing. According to Sadiku (2015), all English sessions should include tasks which promote the development of the four skills.

It is generally said that the English subject can be found boring and uninteresting by a vast number of students. Shyamlee and Phil (2012) claim that “[i]t’s proved that multimedia technology plays a positive role in promoting activities and initiatives of students and teaching effect in English class” (p. 151). For this reason, an alternative method to the traditional teaching, for promoting children’s motivation and catching their attention, would be to include ICT in the English skills’ developing process.

Moreover, students are learning a language that is not their native tongue. In order to overcome this challenge, the use of innovative resources, which are part of children’s quotidian life, helps them to feel more comfortable and interested, as they are familiarized with these tools. Likewise, teaching English as a foreign language (EFL) involves the insertion of technology in the sessions as a way to accomplish the needs of the digital learners (Marriott & Sánchez, 2017).

Making use of multimedia technology is still causing many insecurities and fears to a certain number of instructors, in spite of the fact that there are a large number of language teaching resources, such as blogs, online journals, websites, among others (Pun, 2013, p. 35). Afterwards, we will proceed with the investigation about which web pages are the most effective, so teachers can feel fearless when using them.

3. EDUCATIONAL WEB PAGES

In the first place, an educational web page is an online site created with the purpose of providing different resources and facilitating the teaching-learning process (Marqués, 2002). Its main function is to transmit information and present a diversity of activities with the aim of acquiring new knowledge and consolidating it.

The Internet is packed with worldwide websites. However, not all of them are considered to be useful in education. There are some features to take into account while choosing one page

or the other. Sánchez (2004) states the importance of creating an accessible page for those who have to use it.

Additionally, Sánchez (2004) states that it should include graphics or other multimedia elements, and it is also significant if it gives feedback to the students. These are just some traits an effective web page must have, nevertheless, there are a larger number of them that will be afterwards assessed with a rubric.

Furthermore, there is a non-ending list of questions to be answered about whether an educational website is qualified as appropriate for learners, some of them are the following:

What criteria should students use to assess the authority, accuracy, integrity, viewpoint, and currency of Web-based information? What questions can we, as educators, pose to guide students through the maze of unfiltered dreck resulting from many Web searches? Students utilize the various Web search engines well and can often turn up information quickly. However, how credible is the information and its source? (Hammett, 1999, pp. 31-32).

Educators around the world have the task of providing their students several resources in order to help them to comprehend new knowledge. Confidence is one of the most relevant aspects in the teaching-learning process and nowadays it is considered as an educational issue that should be figured out (Conejeros, Rojas & Segure, 2010). This is why it is so necessary to look for trustworthy pedagogical web pages with the purpose of giving the children security and confidence when using these digital tools.

3.1. ASSESSING WHETHER A WEB PAGE IS EFFECTIVE OR NOT

The most reliable procedure of evaluating whether an educational website is effective or not is through a rubric. Jonsson & Svingby (2007) point to the importance of how rubrics enhance the trustworthy scoring of evaluations. A rubric consists of a table which contains a list of features or objectives that will be assessed. The level of accomplishment of each aim will determine whether they are given more or less punctuation. Once everything has been evaluated, we finally proceed to calculate the score obtained.

Generally speaking, rubrics are frequently used by teachers for assessing students. Moreover, they improve “student self-assessment, self-regulation and understanding of assessment criteria” (Cockett & Jackson, 2018). In other words, rubrics are useful for pupils as they receive feedback and have a better knowledge about what is going to be taken into account during the evaluation.

However, educational rubrics are not the only ones, indeed there is a vast variety of them. For carrying out this project about the research on different websites which are meant to be advantageous for the educational community, an innovative rubric will be created.

3.2. THE CREATION OF A RUBRIC

The initial step for creating a rubric consists in deciding what the intention and purpose of the evaluation will be. The following step of the procedure is based on identifying the elements we want to analyze. Thereafter, the definition of the criteria and the qualifying levels takes place (Gatica-Lara & Uribarren-Berrueta, 2013).

In Table 1, there is an example of the manifold elements a rubric might have. The number of qualifying levels can be enlarged or decreased. In spite of this, it is preferable to establish at least three different grades (Gatica-Lara & Uribarren-Berrueta, 2013).

Table 1. Rubric elements. (Gatica-Lara & Uribarren-Berrueta, 2013)

Items	Qualifying levels			
	4	3	2	1
Elements we want to evaluate	Define criteria	Define criteria	Define criteria	Define criteria

Once we are familiarized with the concept of rubric and the components it requires, we proceed to investigate different rubrics with the aim of gathering the most relevant criteria we should include to our evaluative web page rubric. To begin with, a selection of four

appropriate rubrics is done (See Annex 1). Their authors are Alejandra Rodríguez (2014), Katherine Moraga (2017), Joan Vandervelde (2018) and Sharon (2021).

The multiple elements of our educational web page rubric will be extracted from them, taking into account which ones are essential for a well-suited primary website. The rubric will be divided into two different sections: one about educational content and the other about the organization of the website, in order to assess both the information included and the visual features of each one.

Firstly, after gathering the most suitable elements of the different rubrics analyzed before, the components that the educational content section will contain are the following:

- **Curriculum content.** The assessment of the level of relationship with the curriculum content is done, determined by the excellent or lack of relation with the contents. The quality of the information it includes is also evaluated, depending on if it is useful or not valuable.
- **Interactivity.** Checking if the interaction between students and teachers is promoted or if it is not allowed.
- **Age/grade/level.** If the web page is addressed to the targeted students and if the level of the activities is suitable for each age.
- **Assessment.** Find out whether the ability to assess themselves is possible or not. Moreover, the inclusion of feedback is a synonym of an exemplary website.
- **Instructions.** Clear and accurate instructions are provided in order to help pupils to know how to carry out the task. Taking into account that in some cases the teacher explains the instructions directly to the classroom.
- **Effectiveness in teaching.** Evaluating if the contents are learned in an efficient way and if there is a significant learning process.

The second section about the organization of the website will be composed of:

- **Design.** Assessment of the web page, whether it is well-organized and appropriately distributed. Importance of the visual appearance and if it attracts audience attention.
- **Support materials.** The valuation of the use of graphics, images, video, audio, among others, which enrich the contents and create interest.

- **Navigation.** Verifying if the links are current and active. Additionally, if it does not need additional software it means that it is an exemplary website.
- **Accessibility.** Evaluation of the possible difficulties for entering the web page or if you can effortlessly access the links. Furthermore, being a free page is an indicator of an excellent tool. All websites where a premium register is required is a synonym of an unsatisfactory web page.
- **Authority.** The author can be clearly identified. Lack of credibility and minimal accuracy of the information will be adversely assessed.
- **Audience.** Assessment of the appropriation of the academic level to the target audience, and checking if it is clearly specified or if it is not mentioned.

All these criteria of each of the web pages obtained by the upcoming questionnaire will be assessed. The qualifying levels will vary from one to four: unsatisfactory, partially proficient, proficient and exemplary, respectively, being four the maximum punctuation. As there are six different elements in each section, there are a total of forty-eight points, which would mean the perfect web page. However, we will establish that from thirty-six points upwards will be considered a useful and efficient website. The other rubrics use a similar way to decide whether a page is effective or not.

One of the rubrics used for obtaining information, whose author is Sharon, was created with an online programme called *iRubric*, which will be also used for elaborating our Primary Education evaluative rubric. Each evaluative element is clearly described underneath the respective qualifying levels. Besides, there is a supplementary column on the right side for adding commentaries about the assessed components.

Table 2 shows the [educational web page rubric](#) which I have developed based on the criteria discussed above. It is divided into two different parts. The first one includes elements about the educational content, all of them related with the addressed level and the teaching and learning process. For instance, one specific element that has been chosen is the interactivity, which is an elementary aspect to take into account while learning a foreign language. According to Stokes (2004), the introduction of ICTS enhances the interaction between teachers and students. Another fundamental element is the type of assessment given to the

students, as Salas (2008) states, providing feedback to pupils promotes a better knowledge of their own weaknesses and strengths.

Table 2. Educational web page rubric. Part 1, educational content.

Educational content					
	Unsatisfactory (1pt)	Partially proficient (2 pts)	Proficient (3 pts)	Exemplary (4 pts)	Comments
Curriculum content	Lack of relationship with curriculum content. Does not include useful educational information.	Minimal relationship with curriculum content. The information given is vague.	The relationship with curriculum content is good. There is some useful information.	Excellent relationship with curriculum content. Inclusion of valuable information.	
Interactivity	Does not allow interaction between students and teachers in real time.	Hardly permits interaction among pupils and the teacher.	Interaction between students and teachers is permitted, but limited.	Allows and promotes interaction between pupils and teachers in real time.	
Age/Grade/Level	The web page is addressed to an inappropriate age of the students.	There are some activities that result to be really easy or difficult for the targeted course.	Web page level is suitable for students' age, even though there are some difficulties.	The level of the activities are appropriate for the targeted audience.	
Assessment	Assessment is not available. Feedback is not given back to scholars.	Children obtain an evaluation, but not feedback.	Assessment is appropriate. Pupils receive feedback.	Evaluation and feedback are given to the audience, with motivating messages.	
Instructions	Lack of instructions.	Instructions are not clear for the audience.	There are some instructions.	The website provides clear and accurate instructions.	
Effectiveness in teaching	There is no significant learning after using the web page.	The web page has a lack of effectiveness in teaching.	The website appears to be effective in teaching the contents.	Effectiveness in teaching the desired contents.	

Afterwards, Table 3 shows the second part of our educational rubric. It mainly includes elements attributed to a web page organization. An essential aspect to be assessed is its design, as it is the first feature that the audience appreciates once they enter the website. Moreover, in this case, the viewers are children, so it will be relevant to use a great number of support materials with the purpose of drawing their attention. Additionally, another momentous element is the accessibility to the web page. De la Torre (2006) claims that an educational website must have four basic characteristics and one of them is effortlessly being able to access the contents.

Table 3. Educational web page rubric. Part 2, website organization.

Website Organization					
	Unsatisfactory (1pt)	Partially proficient (2 pts)	Proficient (3 pts)	Exemplary (4 pts)	Comments
Design	The website is not visually appealing to the target audience. Inadequate distribution.	Poor organization and barely attracts children's attention.	Well-organized and distributed web page.	Well-organized and distributed web page, which attracts audience attention.	
Support materials	No images, graphics, video, audio.	Hardly any multimedia resource, such as images or video.	Use of images, graphics, video and/or audio.	Use of images, graphics, video and/or audio, which enhance the content and create interest.	
Navigation	Links are not up-to date. Additional software is required.	Some links are current. Additional software is required.	There are current and active links. Does not need additional software.	There are current and active links. It indicates the publishing date. Does not need additional software.	
Accessibility	Difficult access to the link. A premium version must be installed. Paying is compulsory.	Easy access to the link. Sometimes you need to pay for it and to create a personal account.	You can effortlessly enter the link. It is free. However, it occasionally asks you to create an account.	You can effortlessly enter the link. Everything is free.	

Authority	No contact details or credentials of the author appear on the web page. Lack of credibility and accurate information.	Not enough details on the website about the author. Lack of credibility and accuracy.	Credentials of the author and contact details are provided. It contains mostly accurate information.	The author is clearly identified. Appropriate credentials and contact details. Contains accurate information.	
Audience	The academic level is not mentioned.	Difficulty on knowing the audience the web page is addressed to.	The academic level is mentioned.	The academic level is clearly specified.	

4. QUESTIONNAIRE

With the purpose of obtaining real information about the use of online platforms in schools, a questionnaire was sent to different teachers. According to Fernández (2007), a questionnaire is a tool based on collecting information that will be used afterwards for doing an investigation. Our future research will consist of balancing the strengths and weaknesses of each web page used by the teachers.

The questionnaire was created with the platform Google Forms. According to Andrew (2019), this app “enables multiple users to produce content” and it is used for collecting qualitative information. The questions of the [survey](#) were the following:

1. Do you use educational web pages for teaching?
 - Yes, always
 - Sometimes
 - No, never
2. If your answer is yes, which ones do you use?
 - Open answer
3. Have you ever had problems when using them?
 - Yes, always
 - Sometimes

- No, never
- 4. What instructions do you give to your students?
 - Open answer
- 5. Do you think they are useful for learning?
 - Yes
 - No
- 6. Do students feel more motivated?
 - Yes
 - No

The resulting information will let us have a better knowledge about real educational situations where ICT is applied. Focusing on the different websites the survey respondent mentioned, they will be afterwards assessed by the educational web page rubric. The following step consists of tackling whether each website is effective or not by using the punctuation criteria previously established.

Once the procedure comes to its end, each teacher will receive the results of the assessed web pages, letting them know if they are appropriate or if they need to look for a more effective tool. Moreover, the rubric for assessing the different websites will be given to them, in case they want to apply it to any other online page.

4.1. RESULTS

After gathering twelve different responses, we proceed to analyze them. Some samples of the answers can be seen in Annex 2. We find out that the results are all remarkably similar. Most of the interviewees coincide with the use of educational web pages for teaching (See Figure 1). Only 8,3% stated that they did not utilize emerging technologies.

Do you use educational web pages for teaching?

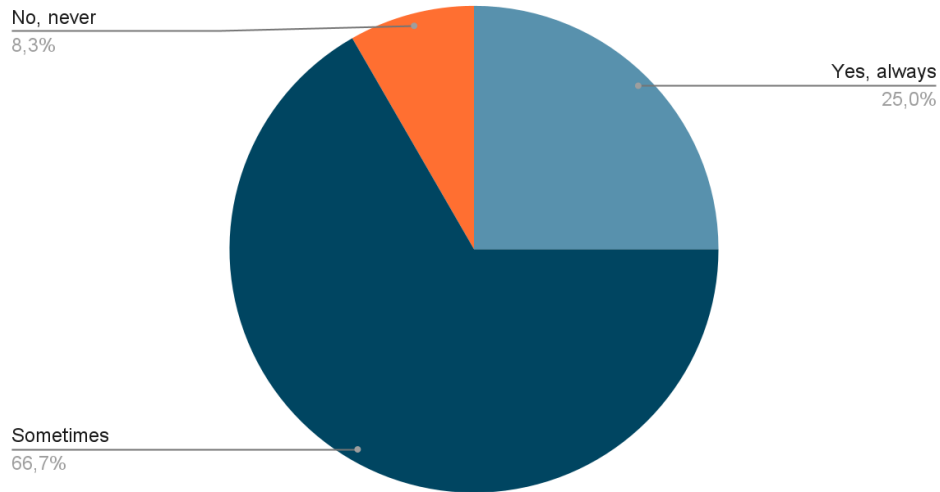


Figure 1. Answers to question 1.

Among the diversity of websites mentioned in the questionnaire, we highlight Kahoot, Liveworksheets, Mentimeter, Quizlet, Wordwall, among others. Some of them will be afterwards analyzed in detail with the support of the rubric and determine if they can be considered as exemplary educational web pages.

According to the replies (See Figure 2), 72,7% claim that sometimes they have problems while using ICTs, while 18,2% state that they always have difficulties while using them. As we are talking about a heightened percentage, some measures should be taken into account, such as a professional formation about the use of new technologies applied in an educational institution. Chancusing et al. (2017) claim that the use of new technologies by teachers has not been favourable because of the lack of time and their deficit of possessing skills about how to manage ICTs.

Have you ever had problems when using them?

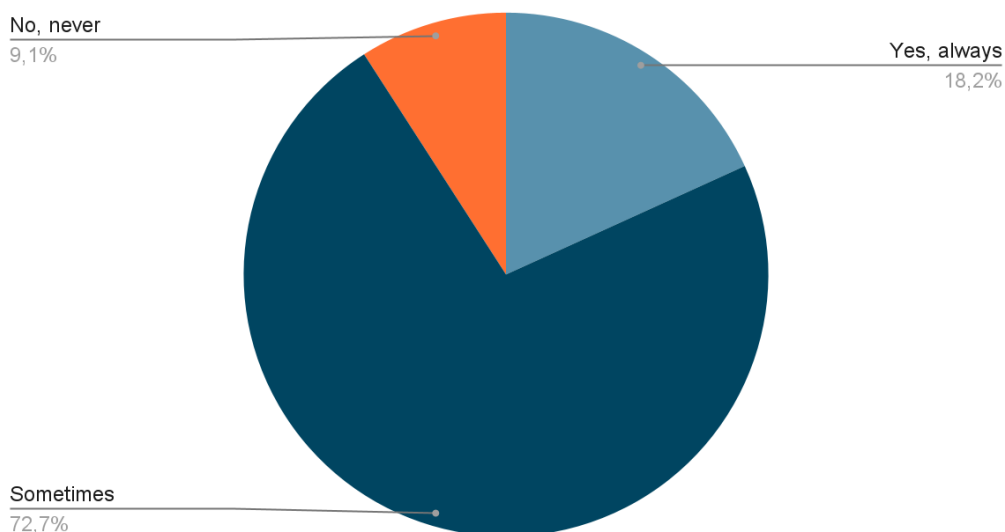


Figure 2. Answers to question 3.

The instructions given to the students are quite resemblant. The main idea is that pupils must have a clear insight of how the web page works and what are the steps to follow. An oral explanation about the activity allows students to have a better idea of the task. According to Martín & Madrid (2009), the introduction of oral explanations into the teaching-learning process enhances the comprehension of a foreign language. Moreover, depending on the website, a final review of the results can be done, checking the positive points and seeing where they need to improve their skills.

The last two questions are about the usefulness of websites in the learning process and the motivational issue, they are both considered as positive aspects, with 91,7% of answers in favour. On the one hand, they agree that educational web pages are helpful for the teaching and learning process. On the other hand, motivation is increased by using these emerging tools. Additionally, Cox (2000) states that applying ICTs in schools enhances children's motivation, simultaneously, they show a higher interest and involvement in learning. This is one key factor to introduce online resources to the educational institution.

4.2. ANALYZING THE WEB PAGES

The next step consists of analyzing the different websites mentioned in the questionnaire. One by one, they will be subsequently assessed according to the educational web page rubric. We will focus on three websites, which are the following: Kahoot, Liveworksheets and Mentimeter.

4.2.1. KAHOOT

The first instructive online platform evaluated will be the tool known as [Kahoot!](#). Focusing on the first part of educational content, the relationship with the curriculum content is exemplary as teachers are able to include the information they are working with. Moreover, it promotes the interaction between teachers and students in real time, as the questions and answers appear on the board, so they can all interact and follow the activity at any moment.

The level of the activities are appropriate for the targeted audience, as the teacher is capable of adapting the tasks to the students' age. Concerning the assessment, an evaluation and positive feedback are given to the students, for instance the correct answer is immediately shown after every question.

In addition, the web page provides clear and accurate instructions about what students have to carry out. Effectiveness in teaching the desired contents is promoted. According to Chaiyo & Nokham (2017), "online game-based learning tools improve the effectiveness of students' learning process", such as Kahoot.

Moving the centre of attention to the website organization, its design is well-organized and awakes the interest of the audience, thanks to the use of a wide range of attractive colours, such as red, blue, green and yellow. The support materials utilized are exemplary as there are plenty of them, for instance background music, pictures or videos, which create interest.

Concerning the navigation, this web page does not require any additional software. The accessibility is proficient as a premium version is sometimes asked for using some of the tools of the website. Nevertheless, students can effortlessly access it. The authority is clearly

identified, in many of the cases its author is the teacher of the class, and it contains accurate information. Finally, the last item analyzed is the audience. The level of the targeted students is not specified in this case, as each teacher adapts it to the respective course.

All in all, after analyzing this web page (See Annex 3 for complete results), it has received a total of 43 points, which is considered as an exemplary online resource. Only two negative issues to take into account. Firstly, the level of the targeted students is not mentioned, and secondly, a premium version is required in case of using some tools of the website. Nevertheless, the rest of the items examined are believed to be exemplary.

4.2.2. LIVEWORKSHEETS

The following instructive web page assessed is [Liveworksheets](#). According to the initial section of the rubric, named as educational content, this site can be mostly considered as an exemplary tool. In the first instance, the relation with the curriculum content is remarkable, as there is plenty of valuable information adapted and suitable for each level, including activities of all the points dealt with in Primary Education.

Additionally, the promotion of interaction between pupils and teachers in real time is worthy, as there is the possibility of creating a folder where scholars can be included and the teacher can know their students' results and check the execution of their works.

One of the most relevant points of this website is the evaluation and feedback given to each schoolchild, qualifying the exercise from zero to ten and marking the mistakes committed. Therefore, it generally gives clear and accurate instructions. Effectiveness in teaching the desired contents is one more exemplary element of Liveworksheets' web page.

Focusing on the second section of organization, all the aspects analyzed are considered to be proficient or exemplary. On the one hand, the design of the major part of tasks are not only well-organized, but also attractive for the targeted public. This is accomplished by the use of a large amount of images, graphics and audios which fulfill the contents and generate interest in the audience.

Moreover, another praiseworthy aspect is that additional software is not required. There are current and active links which clearly indicate its author. In case of making a file for the class, there is the need of creating an account, nevertheless it is utterly costless. On the top of each sheet, the academic level and the age of the targeted audience is clearly specified.

To come to the point, once this website has been assessed (See Annex 3 for complete results), it has received a total of 45 points, which is considered as an exemplary online resource. One drawback to take into account is that in case of wanting to elaborate a file for the classroom an account should be created, nonetheless, it is completely free. All the other items evaluated are exemplary, one of the most valuable is the feedback given to the students.

4.2.3. MENTIMETER

The third educational web page analysed is [Mentimeter](#), which is an interactive presentation software. Focusing on the first part of the rubric, the relationship with the curriculum content is exemplary, as each teacher can incorporate the information needed, depending on the topic they are working with.

One of the most advantageous elements of this website is its interactivity. In other words, interaction between students and teachers in real time is promoted, as pupils can post their own contributions in order to share them with the rest of the class.

Furthermore, the level of the tasks are appropriated for the targeted audience. Another excellent feature is that evaluation and feedback are given to the students. What is more, at the end of each question the results are provided, so scholars are informed about their mistakes. All in all, the effectiveness in teaching the desired contents is exemplary.

Having a look at the web page organization, all the elements assessed can be considered as exemplary. Firstly, there are plenty of templates that can be used with the purpose of attracting children's attention. Moreover, the use of images, videos, graphics, among others, enhances the content and creates even more interest.

Another aspect which ameliorates the navigation is that it does not need any additional software. Likewise, accessing the educational website requires no effort, as students only have to enter a number code which appears on the board. The author and the academic level are clearly indicated.

If one wishes to have unlimited access to all the options, such as the number of questions, an advanced version should be acquired, which will have a cost. Nevertheless, choosing a free plan is possible, and it allows the creation of a great diversity of presentations.

Everything considered, the evaluation of this web page (See Annex 3 for complete results) has obtained a total of 44 points, which is considered as an exemplary online site. There is only one weakness in terms of accessibility, which is the one mentioned above about the advanced version needed in case of wishing to have it totally unlimited. Despite this, the rest of the elements assessed are considered to be exemplary.

5. DESIGNING A WEB PAGE

Nowadays, the Internet is packed with a high diversity of sites which can ameliorate the teaching-learning process. Little is known that some of them are inappropriate and ought to be checked by using a rubric. “Terminology, number and organization of links, location of information above the fold, and length of individual pages all influenced performance on the tasks” (Naidu & Chaparro, 2005, p. 7).

The last section consists of the creation of a web page which gathers the links of the educational websites that have already been assessed, with the purpose of simplifying and accelerating the procedure of accessing trustworthy educational sites. Therefore, other instructive websites could be evaluated by using the previous rubric.

The online platform that will be used is Symbaloo. Domínguez (2015) states that Symbaloo facilitates the organization of learning and teaching resources at the same time it is more visual. This is one of the key factors why this tool has been chosen.

On the first hand, the structure of our [web page](#) is divided into four different parts (See Figure 3). To begin with, there is a central space where everyone is able to browse the web. Above this researching area, the evaluative rubric is placed. Around this overriding item there are two different sections, on the left side, there is a webmix with the evaluated web pages and on the right side there is another one for the educational websites which have not been assessed yet.

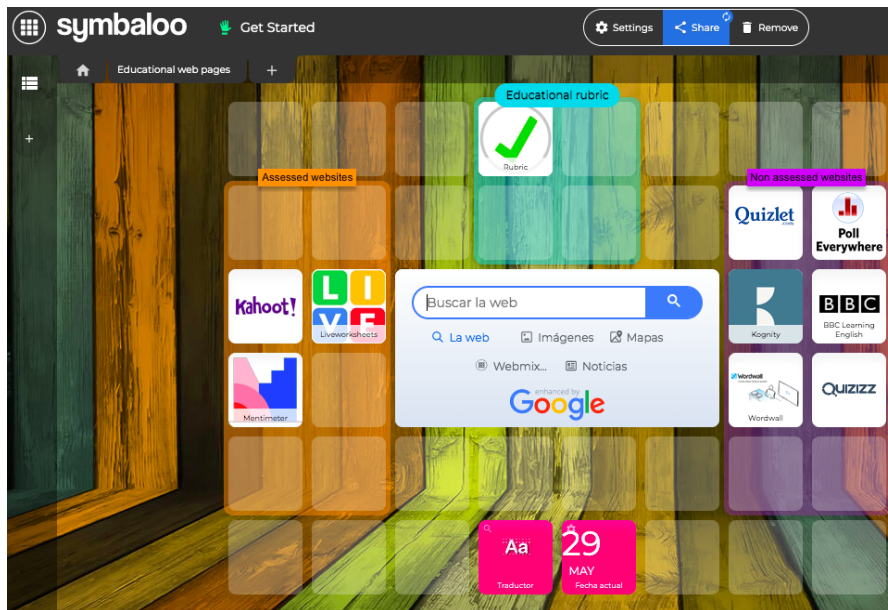


Figure 3. Image of the Web Page.

The foremost purpose of the creation of this website is encouraging teachers to evaluate the educational web pages they use and discovering a vast number of exemplary sites. Furthermore, hastening the access to a large amount of online platforms which are situated in the same page and can be effortlessly opened is another meaningful aspect of the design of this web page.

Another remarkable advantage is that it involves the creation of a space where hundreds of online resources are brought together. Thus, people all over the world have at their disposal a wide selection of already assessed sites, so there is no need to google every web page independently.

6. CONCLUSIONS

To conclude with, the out of ordinary present days have triggered a huge impact on the educational world. Wen & Kim (2020) point to the colossal effect that COVID-19 pandemic caused on the worldwide educational system. Most teachers have noticed the relevance of introducing ICT into the teaching-learning process, in order to facilitate the interaction with students. Furthermore, these emergent resources will result to be profitable in case of forthcoming confinements.

According to the research, English skills development is enhanced by using educational websites. Nevertheless, it has been proved that not all of the available web pages are trustworthy and appropriate for students. For this reason, the design of a rubric for assessing which online sites are exemplary for teaching and which ones should not be used has been created.

Moreover, the results of a questionnaire about the use of rising technologies evidenced that the majority of teachers seem to have drawbacks when using them. Thus, the creation of a web page which gathers different links to assessed and non assessed educational websites will be remarkably useful and advantageous for teachers worldwide.

The evaluative rubric will be at their disposal with the aim of encouraging them to assess other educational web pages they know and create, hence, an extensive website packed with links to previously evaluated sites. In other words, the aim of this project is to gather the most suitable instructive web pages in exclusively one virtual area.

All in all, this would mean having trustworthy online pages which will ameliorate the quality teaching and ensure the use of commendable sites that can be endlessly enlarged. At the same time, the procedure of accessing the educational web pages is expedited.

In conclusion, the creation of our web page will promote the inclusion of emerging resources to the educational teaching and learning process, apart from facilitating the access to an incalculable number of pedagogical sites, which will increase students' motivational levels and boost positive academic results.

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<https://quizizz.com/>

<https://www.google.es/intl/es/forms/about/>

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ANNEXES

Annex 1. Consulted rubrics

Rubric 1: <https://www.rcampus.com/rubricshowc.cfm?code=G536C3&sp=yes&>

Rubric 2: <https://www2.uwstout.edu/content/profdev/rubrics/webpagerubric.html>

Rubric 3:

<https://medium.com/@aguilarmoraga/r%C3%BAbrica-de-evaluaci%C3%B3n-para-sitios-web-educativos-c83e3b445d31>



Categorías	Indicadores	Escala de calificación				Total
		Sobresaliente 4	Notable 3	Aprobado 2	Insuficiente 1	
Tecnología	Visibilidad, diseño responsivo y accesibilidad.	El sitio es fácil de encontrar, es responsivo y cuida el tema de la accesibilidad.	El sitio es un poco fácil de encontrar, es responsivo e incluye dos aspectos de la accesibilidad.	El sitio es muy difícil de encontrar, es responsivo e incluye dos aspectos de la accesibilidad.	El sitio es muy difícil de encontrar, no es responsivo y no incluye aspectos de la accesibilidad.	3,5
Comunicación	Arquitectura de la navegación, confiabilidad, seriedad y canales de comunicación.	El sitio procura la organización de espacios de información, sus fuentes son confiables y abre canales de comunicación respetuosa.	El sitio procura la organización de espacios de información, pero sus fuentes son poco confiables y abre canales de comunicación respetuosa.	El sitio procura la organización de algunos espacios de información, pero sus fuentes son poco confiables y no propicia la comunicación en la comunidad virtual.	El sitio procura la organización de pocos espacios de información, además sus fuentes no son confiables y no propicia la comunicación en la comunidad virtual.	4
Contenido	Lenguaje, redacción, actualización y producción de material.	En el sitio se emplea un lenguaje preciso, objetivo, claro y adecuado; en él se presenta material actualizado y producido por el responsable del sitio.	En el sitio se emplea un lenguaje preciso, objetivo, claro y adecuado en la mayoría de los casos; en él se presenta material actualizado, mas no producido por el responsable del sitio.	En el sitio se emplea un lenguaje preciso, objetivo, claro y adecuado en su minoría; en él se presenta material poco actualizado y no producido por el responsable del sitio.	En el sitio no se emplea un lenguaje preciso, objetivo, claro y adecuado; en él se presenta material poco actualizado y no producido por el responsable del sitio.	4
Diseño de la página web	Diseño intuitivo y distribución de información.	El sitio web presenta un diseño totalmente intuitivo, en donde la información se distribuye en páginas cortas con letra de tamaño adecuado para facilitar la lectura.	El sitio web presenta un diseño poco intuitivo, en donde la información se distribuye en páginas cortas con letra de tamaño adecuado para facilitar la lectura.	El sitio web presenta un diseño poco intuitivo en donde la información se distribuye en páginas largas, que cansan al lector, aunque el tamaño de la letra es adecuado.	El sitio web presenta un diseño poco intuitivo en donde la información se distribuye en páginas largas, que cansan al lector y el tamaño de la letra no es adecuado.	4
Didáctica y pedagogía	Destinatario, contenidos, actividades, evaluación e interactividad.	Desde el principio se aclara el público meta y los contenidos; se incluyen evaluaciones de todas las fases; se evidencia interactividad entre el usuario y el ente responsable.	Desde el principio se aclara el público meta y los contenidos; aunque no se incluye evaluación de las fases; se evidencia interactividad entre el usuario y el ente responsable.	Se aclara el público meta y los contenidos al final; no se incluye evaluación de las fases; no hay evidencia de la interactividad entre el usuario y el ente responsable.	Se carece de información sobre el público meta y los contenidos; no se incluye evaluación de las fases; no hay evidencia de la interactividad entre el usuario y el ente responsable.	3

Rubric 4: <https://es.slideshare.net/BiologiaModerna2013/evaluacin-de-wix>

RÚBRICA DE WIX				
INDICADORES	MAL (1 PUNTO)	REGULAR (2 PUNTOS)	BIEN (3 PUNTOS)	PUNTAJE
UTILIZACIÓN EN EL AULA				
Nivel	Maneja un grado de dificultad no apto para la edad de los alumnos en que aplica la herramienta.	Maneja un grado de dificultad apto para la edad de los alumnos, sin embargo, contiene algunas aplicaciones complejas.	Maneja un grado de dificultad acorde a la edad de los alumnos, facilitándoles un uso adecuado de la misma.	2
Área	El diseño de la página no concuerda con el tema que se aborda.	El diseño de la página concuerda con el tema, pero no en su totalidad.	El diseño de la página concuerda completamente con el tema abordado.	3
Temporalización	No es flexible ni en la elaboración ni en la disponibilidad en su uso durante la clase.	Es flexible en cuanto al horario para su uso, sin embargo, la elaboración es muy rígida.	Es flexible tanto en la elaboración como en el horario de su uso durante la clase.	3
Instrucciones	No proporciona ningún tipo de instrucciones.	Proporciona instrucciones, pero estas no son claras y precisas.	Proporciona instrucciones claras y precisas.	2

ASPECTOS CURRICULARES				
Contenidos Curriculares	No permite ni muestra una transversalidad de los temas.	Se abordan temas con cierta transversalidad, pero no las muestra en las actividades.	Se muestra y trabaja la transversalidad entre los diversos temas.	3
Interés Para Docentes	No contiene aplicaciones útiles para los docentes.	Contiene sólo ciertas aplicaciones útiles para el docente.	Todas las aplicaciones pueden tener un uso positivo para el docente.	3
Interés Para Alumnos	No es una página atractiva en ningún sentido para los alumnos.	La página es atractiva sólo en ciertas secciones, provocando que los alumnos pierdan el interés.	La página es atractiva en casi toda su totalidad, motivando a los alumnos a permanecer en ella.	3
¿Permite A Los Alumnos Introducir Sus Creaciones?	No permite introducir absolutamente ningún trabajo elaborado por el alumno.	Permite introducir sólo ciertas creaciones de los alumnos.	Permite introducir la mayoría de las creaciones a la página web, como lo son archivos, videos, presentaciones, etc.	3
¿Presenta Materiales Para Trabajar En Línea?	No ofrece ningún tipo de actividades.	Ofrece actividades pero poco atractivas y educativas.	Ofrece actividades innovadoras que refuerzan los aprendizajes.	3

¿Contiene Material Descargable?	La información mostrada solo puede consultarse en línea.	Sólo pueden descargarse ciertos archivos.	Todos los archivos y actividades pues descargarse o imprimirse.	3
ASPECTOS GRÁFICOS				
Aspecto Estático	El diseño no es agradable.	El diseño sólo es agradable y llamativo en ciertas secciones.	El diseño es llamativo y organizado.	3
Aspecto Gráfico	La página no tiene ningún efecto visual.	La página cuenta sólo con algunos efectos visuales.	La página cuenta con varios efectos visuales en la mayoría de sus secciones.	2
ASPECTOS TÉCNICOS				
Libre Acceso	Sólo el creador puede ingresar a la página.	Sólo cierta población tiene acceso a la página.	Cualquier persona puede ingresar a la página.	3
Incluye Publicidad	Incluye demasiada publicidad.	Incluye solo ciertos anuncios del servidor.	No incluye ningún tipo de anuncios.	2
Navegabilidad	No presenta ningún tipo de organización, ni proporciona botones o enlaces a diversas secciones de la página.	Cuenta sólo con algunos enlaces dentro de la página.	Cuenta con enlaces que permiten mayor comprensión de la página.	3

Interactividad	No permite ningún tipo de interacción en tiempo real entre alumnos y docentes.	Permite cierta comunicación aunque muy limitada, y no es en tiempo real.	Permite comunicación bidireccional en tiempo real.	1
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PUNTAJE	42
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RESULTADOS

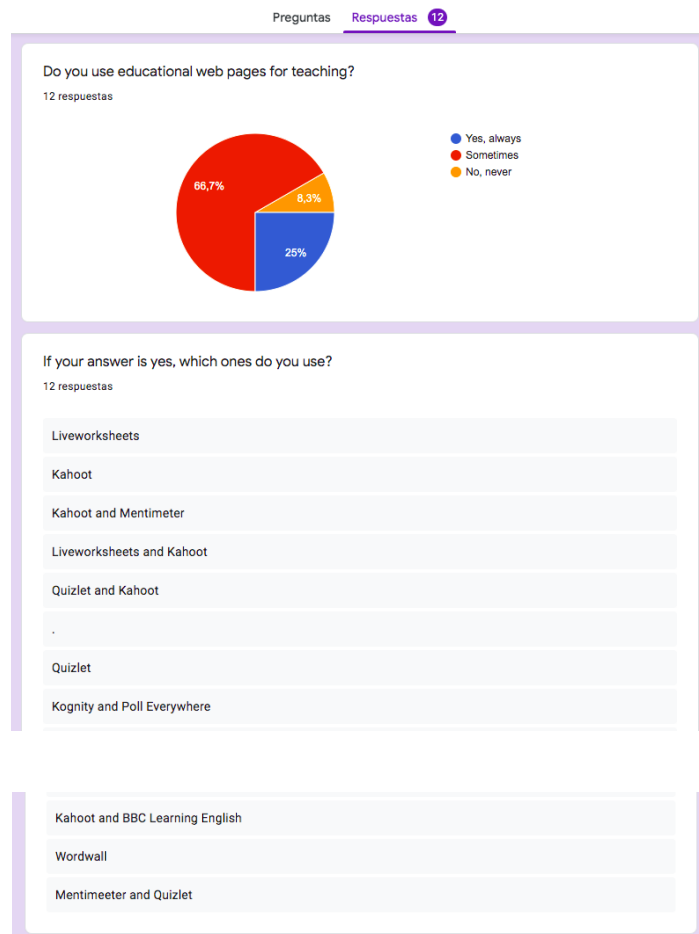
DE 51 A 45
BUENA

DE 44 A 38
REGULAR

DE 37 A 31
MALA

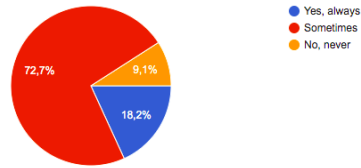
Annex 2. Questionnaire results

Global results



Have you ever had problems when using them?

11 respuestas



What instructions do you give to your students?

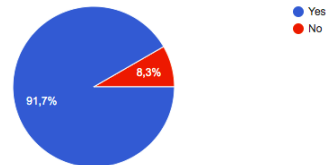
12 respuestas

- To read the questions carefully and to pay attention to the answers.
- Read loudly the exercise and let students do it alone or all the class together. Once they have the results, check the mistakes.
- Listening and participating.
- To pay attention and enjoy.
- Read
- .
- Read the questions carefully.
- Enjoy and learn.

- Pay attention and do the tasks.
- Good spealling
- Do the tasks in silence
- Participate and enjoy.

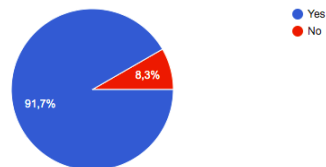
Do you think they are useful for learning?

12 respuestas



Do students feel more motivated?

12 respuestas



Answer 1.

No se pueden editar las respuestas

EDUCATIONAL WEB PAGES

My name is Antònia Rigo and I am doing my final degree project about the use of effective educational web pages. The following questionnaire will help me with the research. Thank you in advance.

***Obligatorio**

Do you use educational web pages for teaching? *

Yes, always

Sometimes

No, never

If your answer is yes, which ones do you use?

Kahoot

Have you ever had problems when using them?

Yes, always

Sometimes

No, never

What instructions do you give to your students?

To read the questions carefully and to pay attention to the answers.

Do you think they are useful for learning?

Yes

No

Do students feel more motivated?

Yes

No

Answer 2.

No se pueden editar las respuestas

EDUCATIONAL WEB PAGES

My name is Antònia Rigo and I am doing my final degree project about the use of effective educational web pages. The following questionnaire will help me with the research. Thank you in advance.

***Obligatorio**

Do you use educational web pages for teaching? *

Yes, always
 Sometimes
 No, never

If your answer is yes, which ones do you use?

Liveworksheets

Have you ever had problems when using them?

Yes, always
 Sometimes
 No, never

What instructions do you give to your students?

Read loudly the exercise and let students do it alone or all the class together. Once they have the results, check the mistakes.

Do you think they are useful for learning?

Yes
 No

Do students feel more motivated?

Yes
 No

Answer 3.

No se pueden editar las respuestas

EDUCATIONAL WEB PAGES

My name is Antònia Rigo and I am doing my final degree project about the use of effective educational web pages. The following questionnaire will help me with the research. Thank you in advance.

***Obligatorio**

Do you use educational web pages for teaching? *

Yes, always

Sometimes

No, never

If your answer is yes, which ones do you use?

Kahoot and Mentimeter

Have you ever had problems when using them?

Yes, always

Sometimes

No, never

What instructions do you give to your students?

Listening and participating.

Do you think they are useful for learning?

Yes

No


Do students feel more motivated?

Yes

No

Annex 3. Assessed educational web pages with the rubric

Kahoot (43 points, exemplary educational website)


Educational content					
	Unsatisfactory 1 pts	Partially proficient 2 pts	Proficient 3 pts	Exemplary 4 pts	Comments (N/A)
Curriculum Content	<p>Unsatisfactory</p> <p>Lack of relationship with curriculum content.</p> <p>Does not include useful educational information.</p>	<p>Partially proficient</p> <p>Minimal relationship with curriculum content.</p> <p>The information given is vague.</p>	<p>Proficient</p> <p>The relationship with curriculum content is good.</p> <p>There is some useful information.</p>	<p>Exemplary</p> <p>Excellent relationship with curriculum content.</p> <p>Inclusion of valuable information.</p>	<p>Comments</p> <p>The teacher can include the information they are working with.</p>
Interactivity	<p>Unsatisfactory</p> <p>Does not allow interaction between students and teachers in real time.</p>	<p>Partially proficient</p> <p>Hardly permits interaction among pupils and the teacher.</p>	<p>Proficient</p> <p>Interaction between students and teachers is permitted, but limited.</p>	<p>Exemplary</p> <p>Allows and promotes interaction between pupils and teachers in real time.</p>	<p>Comments</p>
Age/Grade/Level	<p>Unsatisfactory</p> <p>The web page is addressed to an inappropriate age of the students.</p>	<p>Partially proficient</p> <p>There are some activities that result to be really easy or difficult for the targeted course.</p>	<p>Proficient</p> <p>Web page level is suitable for students' age. Even though, there are some difficulties.</p>	<p>Exemplary</p> <p>The level of the activities are appropriate for the targeted audience.</p>	<p>Comments</p> <p>The teacher can adapt the tasks to the students' level.</p>

Assessment	Unsatisfactory Assessment is not available. Feedback is not given back to scholars.	Partially proficient Children obtain an evaluation, but not a feedback.	Proficient Assessment is appropriate. Pupils receive feedback.	Exemplary Evaluation and feedback are given to the audience, with motivating messages.	Comments Positive feedback is given to the pupils.
Instructions	Unsatisfactory Lack of instructions.	Partially proficient Instructions are not clear for the audience.	Proficient There are some instructions.	Exemplary The web site provides clear and accurate instructions.	Comments
Effectiveness in teaching	Unsatisfactory There is no significant learning after using the web page.	Partially proficient The web page has a lack of effectivity in teaching.	Proficient The web site appears to be effective in teaching the contents.	Exemplary Effectiveness in teaching the desired contents.	Comments

Web site Organization					
	Unsatisfactory 1 pts	Partially proficient 2 pts	Proficient 3 pts	Exemplary 4 pts	Comments (N/A)
Design	Unsatisfactory The web site is not visually appealing to target audience. Inadequate distribution.	Partially proficient Poor organization and barely attracts children attention.	Proficient Well-organized and distributed web page.	Exemplary Well-organized and distributed web page, which attracts audience attention.	Comments Its design is well-organized and awakes the interest of the audience.
Support materials	Unsatisfactory No images, graphics, video, audio.	Partially proficient Hardly any multimedia resource, such as images or video.	Proficient Use of images, graphics, video and/or audio.	Exemplary Use of images, graphics, video and/or audio, which enhance the content and create interest.	Comments

Navigation	<p>Unsatisfactory</p> <p>Links are not up-to date.</p> <p>An additional software is required.</p>	<p>Partially proficient</p> <p>Some links are current.</p> <p>An additional software is required.</p>	<p>Proficient</p> <p>There are current and active links.</p> <p>Does not need additional software.</p>	<p>Exemplary</p> <p>There are current and active links. It indicates the publishing date.</p> <p>Does not need additional software.</p>	Comments
Accessibility	<p>Unsatisfactory</p> <p>Difficult access to the link.</p> <p>A premium version must be installed.</p> <p>Paying is compulsory.</p>	<p>Partially proficient</p> <p>Easy access to the link.</p> <p>Sometimes you need to pay for it and to create a personal account.</p>	<p>Proficient</p> <p>You can effortlessly enter the link. It is free.</p> <p>However, it occasionally asks you to create an account.</p>	<p>Exemplary</p> <p>You can effortlessly enter the link.</p> <p>Everything is free.</p>	<p>Comments</p> <p>A premium version is sometimes asked for using some of the tools of the website.</p>
Authority	<p>Unsatisfactory</p> <p>No contact details or credentials of the author appear on the web page.</p> <p>Lack of credibility and accurate information.</p>	<p>Partially proficient</p> <p>Not enough details on the website about the author.</p> <p>Lack of credibility and accuracy.</p>	<p>Proficient</p> <p>Credentials of the author and contact details are provided.</p> <p>It contains mostly accurate information.</p>	<p>Exemplary</p> <p>The author is clearly identified. Appropriate credentials and contact details.</p> <p>Contains accurate information.</p>	Comments
Audience	<p>Unsatisfactory</p> <p>The academic level is not mentioned.</p>	<p>Partially proficient</p> <p>Difficulty on knowing the audience the web page is addressed to.</p>	<p>Proficient</p> <p>The academic level is mentioned.</p>	<p>Exemplary</p> <p>The academic level is clearly specified.</p>	<p>Comments</p> <p>The level of the targeted students is not specified, as each teacher adapts it to the respective course.</p>

Liveworksheets (45 points, exemplary educational website)

Educational content					
	Unsatisfactory 1 pts	Partially proficient 2 pts	Proficient 3 pts	Exemplary 4 pts	Comments (N/A)
Curriculum Content	<p>Unsatisfactory</p> <p>Lack of relationship with curriculum content.</p> <p>Does not include useful educational information.</p>	<p>Partially proficient</p> <p>Minimal relationship with curriculum content.</p> <p>The information given is vague.</p>	<p>Proficient</p> <p>The relationship with curriculum content is good.</p> <p>There is some useful information.</p>	<p>Exemplary</p> <p>Excellent relationship with curriculum content.</p> <p>Inclusion of valuable information.</p>	<p>Comments</p> <p>There is plenty of valuable information.</p>
Interactivity	<p>Unsatisfactory</p> <p>Does not allow interaction between students and teachers in real time.</p>	<p>Partially proficient</p> <p>Hardly permits interaction among pupils and the teacher.</p>	<p>Proficient</p> <p>Interaction between students and teachers is permitted, but limited.</p>	<p>Exemplary</p> <p>Allows and promotes interaction between pupils and teachers in real time.</p>	<p>Comments</p> <p>Possibility of creating a folder where scholars can be included.</p>
Age/Grade/Level	<p>Unsatisfactory</p> <p>The web page is addressed to an inappropriate age of the students.</p>	<p>Partially proficient</p> <p>There are some activities that result to be really easy or difficult for the targeted course.</p>	<p>Proficient</p> <p>Web page level is suitable for students' age. Even though, there are some difficulties.</p>	<p>Exemplary</p> <p>The level of the activities are appropriate for the targeted audience.</p>	<p>Comments</p> <p>There is information adapted and suitable for each level.</p>

Assessment	Unsatisfactory Assessment is not available. Feedback is not given back to scholars.	Partially proficient Children obtain an evaluation, but not a feedback.	Proficient Assessment is appropriate. Pupils receive feedback.	Exemplary Evaluation and feedback are given to the audience, with motivating messages.	Comments Evaluation of the exercise from zero to ten, marking the mistakes committed.
Instructions	Unsatisfactory Lack of instructions.	Partially proficient Instructions are not clear for the audience.	Proficient There are some instructions.	Exemplary The web site provides clear and accurate instructions.	Comments
Effectiveness in teaching	Unsatisfactory There is no significant learning after using the web page.	Partially proficient The web page has a lack of effectivity in teaching.	Proficient The web site appears to be effective in teaching the contents.	Exemplary Effectiveness in teaching the desired contents.	Comments

Web site Organization					
	Unsatisfactory 1 pts	Partially proficient 2 pts	Proficient 3 pts	Exemplary 4 pts	Comments (N/A)
Design	Unsatisfactory The web site is not visually appealing to target audience. Inadequate distribution.	Partially proficient Poor organization and barely attracts children attention.	Proficient Well-organized and distributed web page.	Exemplary Well-organized and distributed web page, which attracts audience attention.	Comments Its design is well-organized and awakes the interest of the audience.
Support materials	Unsatisfactory No images, graphics, video, audio.	Partially proficient Hardly any multimedia resource, such as images or video.	Proficient Use of images, graphics, video and/or audio.	Exemplary Use of images, graphics, video and/or audio, which enhance the content and create interest.	Comments

Navigation	<p>Unsatisfactory</p> <p>Links are not up-to date.</p> <p>An additional software is required.</p>	<p>Partially proficient</p> <p>Some links are current.</p> <p>An additional software is required.</p>	<p>Proficient</p> <p>There are current and active links.</p> <p>Does not need additional software.</p>	<p>Exemplary</p> <p>There are current and active links. It indicates the publishing date.</p> <p>Does not need additional software.</p>	Comments
Accessibility	<p>Unsatisfactory</p> <p>Difficult access to the link.</p> <p>A premium version must be installed.</p> <p>Paying is compulsory.</p>	<p>Partially proficient</p> <p>Easy access to the link.</p> <p>Sometimes you need to pay for it and to create a personal account.</p>	<p>Proficient</p> <p>You can effortlessly enter the link. It is free.</p> <p>However, it occasionally asks you to create an account.</p>	<p>Exemplary</p> <p>You can effortlessly enter the link.</p> <p>Everything is free.</p>	<p>Comments</p> <p>In case of making a file for the class, there is the need of creating an account, nevertheless it is utterly costless.</p>
Authority	<p>Unsatisfactory</p> <p>No contact details or credentials of the author appear on the web page.</p> <p>Lack of credibility and accurate information.</p>	<p>Partially proficient</p> <p>Not enough details on the website about the author.</p> <p>Lack of credibility and accuracy.</p>	<p>Proficient</p> <p>Credentials of the author and contact details are provided.</p> <p>It contains mostly accurate information.</p>	<p>Exemplary</p> <p>The author is clearly identified. Appropriate credentials and contact details.</p> <p>Contains accurate information.</p>	Comments
Audience	<p>Unsatisfactory</p> <p>The academic level is not mentioned.</p>	<p>Partially proficient</p> <p>Difficulty on knowing the audience the web page is addressed to.</p>	<p>Proficient</p> <p>The academic level is mentioned.</p>	<p>Exemplary</p> <p>The academic level is clearly specified.</p>	Comments

Mentimeter (44 points, exemplary educational website)

Educational content					<small>Powered by</small> iRubric [™]
	Unsatisfactory 1 pts	Partially proficient 2 pts	Proficient 3 pts	Exemplary 4 pts	Comments (N/A)
Curriculum Content	<p>Unsatisfactory</p> <p>Lack of relationship with curriculum content.</p> <p>Does not include useful educational information.</p>	<p>Partially proficient</p> <p>Minimal relationship with curriculum content.</p> <p>The information given is vague.</p>	<p>Proficient</p> <p>The relationship with curriculum content is good.</p> <p>There is some useful information.</p>	<p>Exemplary</p> <p>Excellent relationship with curriculum content.</p> <p>Inclusion of valuable information.</p>	<p>Comments</p> <p>Each teacher can incorporate the information needed, depending on the topic they are working with.</p>
Interactivity	<p>Unsatisfactory</p> <p>Does not allow interaction between students and teachers in real time.</p>	<p>Partially proficient</p> <p>Hardly permits interaction among pupils and the teacher.</p>	<p>Proficient</p> <p>Interaction between students and teachers is permitted, but limited.</p>	<p>Exemplary</p> <p>Allows and promotes interaction between pupils and teachers in real time.</p>	<p>Comments</p> <p>Pupils can post their own contributions and share them with the rest of the class.</p>
Age/Grade/Level	<p>Unsatisfactory</p> <p>The web page is addressed to an inappropriate age of the students.</p>	<p>Partially proficient</p> <p>There are some activities that result to be really easy or difficult for the targeted course.</p>	<p>Proficient</p> <p>Web page level is suitable for students' age. Even though, there are some difficulties.</p>	<p>Exemplary</p> <p>The level of the activities are appropriate for the targeted audience.</p>	<p>Comments</p> <p>The level of the tasks are appropriated for the targeted audience.</p>

Assessment	Unsatisfactory Assessment is not available. Feedback is not given back to scholars.	Partially proficient Children obtain an evaluation, but not a feedback.	Proficient Assessment is appropriate. Pupils receive feedback.	Exemplary Evaluation and feedback are given to the audience, with motivating messages.	Comments
Instructions	Unsatisfactory Lack of instructions.	Partially proficient Instructions are not clear for the audience.	Proficient There are some instructions.	Exemplary The web site provides clear and accurate instructions.	Comments
Effectiveness in teaching	Unsatisfactory There is no significant learning after using the web page.	Partially proficient The web page has a lack of effectivity in teaching.	Proficient The web site appears to be effective in teaching the contents.	Exemplary Effectiveness in teaching the desired contents.	Comments

Web site Organization					
	Unsatisfactory 1 pts	Partially proficient 2 pts	Proficient 3 pts	Exemplary 4 pts	Comments (N/A)
Design	Unsatisfactory The web site is not visually appealing to target audience. Inadequate distribution.	Partially proficient Poor organization and barely attracts children attention.	Proficient Well-organized and distributed web page.	Exemplary Well-organized and distributed web page, which attracts audience attention.	Comments There are plenty of templates that can be used with the purpose of attracting children's attention.
Support materials	Unsatisfactory No images, graphics, video, audio.	Partially proficient Hardly any multimedia resource, such as images or video.	Proficient Use of images, graphics, video and/or audio.	Exemplary Use of images, graphics, video and/or audio, which enhance the content and create interest.	Comments

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Authority	<p>Unsatisfactory</p> <p>No contact details or credentials of the author appear on the web page.</p> <p>Lack of credibility and accurate information.</p>	<p>Partially proficient</p> <p>Not enough details on the website about the author.</p> <p>Lack of credibility and accuracy.</p>	<p>Proficient</p> <p>Credentials of the author and contact details are provided.</p> <p>It contains mostly accurate information.</p>	<p>Exemplary</p> <p>The author is clearly identified. Appropriate credentials and contact details.</p> <p>Contains accurate information.</p>	Comments
Audience	<p>Unsatisfactory</p> <p>The academic level is not mentioned.</p>	<p>Partially proficient</p> <p>Difficulty on knowing the audience the web page is addressed to.</p>	<p>Proficient</p> <p>The academic level is mentioned.</p>	<p>Exemplary</p> <p>The academic level is clearly specified.</p>	Comments