

Define

Technology #	Course or Unit of Study	A course outline is available at...	What relevant information do I already know about the learners? Learners...	I really want students to learn...	I think I could be more effective in facilitating learning if...	The learning activity that I've chosen to address these objective is...	The technology/resource that I'm thinking about using is...	
	1	Understanding Nutrition Labels	https://docs.google.com/document/d/1FpyBGCv7cZRSU4U56QQttAkRvgQ-aLUZ0XaqvIQS288/edit?usp=sharing	-are registered as part of a larger healthy eating course -have varying personal goals based on nutritional requirements determined by themselves -have access to mobile device(s) -want to learn how to apply material to personal contexts	to apply classroom learning to their personal contexts outside the classroom	I provide learners with a platform to record their experiences and receive collaborative feedback outside the classroom	apply label reading knowledge to personal needs when selecting products to purchase at the grocery store	Mobile Technology
	2	Understanding Nutrition Labels	https://docs.google.com/document/d/1FpyBGCv7cZRSU4U56QQttAkRvgQ-aLUZ0XaqvIQS288/edit?usp=sharing	-are registered as part of a larger healthy eating course -have varying personal goals based on nutritional requirements determined by themselves -have access to mobile device(s) -want to learn how to apply material to personal contexts	to apply classroom learning to their personal contexts outside the classroom	I provide learners with a platform to record their experiences and receive collaborative feedback outside the classroom	apply label reading knowledge to personal needs when selecting products to purchase at the grocery store	Social Media
Application #	Course or Unit of Study	A course outline is available at...	What relevant information do I already know about the learners?	I really want students to learn...	I think I could be more effective in facilitating learning if...	The learning activity that I've chosen to address these objective is...	The technology/resource that I'm thinking about using is...	
	1	Understanding Nutrition Labels	https://docs.google.com/document/d/1FpyBGCv7cZRSU4U56QQttAkRvgQ-aLUZ0XaqvIQS288/edit?usp=sharing	-are registered as part of a larger healthy eating course -have varying personal goals based on nutritional requirements determined by themselves -have access to mobile device(s) -want to learn how to apply material to personal contexts	to apply classroom learning to their personal contexts outside the classroom	I provide learners with a platform to record their experiences and receive collaborative feedback outside the classroom	apply label reading knowledge to personal needs when selecting products to purchase at the grocery store	QR Codes
	2	Understanding Nutrition Labels	https://docs.google.com/document/d/1FpyBGCv7cZRSU4U56QQttAkRvgQ-aLUZ0XaqvIQS288/edit?usp=sharing	-are registered as part of a larger healthy eating course -have varying personal goals based on nutritional requirements determined by themselves -have access to mobile device(s) -want to learn how to apply material to personal contexts	to apply classroom learning to their personal contexts outside the classroom	I provide learners with a platform to record their experiences and receive collaborative feedback outside the classroom	apply label reading knowledge to personal needs when selecting products to purchase at the grocery store	nQuire-it Mission

Notes: Adapted from Underhill, C. (2010). *Assessing Technology Using the SECTIONS Model*. University of British Columbia, Centre for Teaching, Learning and Technology. Available https://wiki.ubc.ca/images/1/19/SECTIONS_Framework.pdf

**SECTIONS Tech Assessment 1:
Mobile Technology**

* Questions to Ask ...	Technology 1 Mobile Technology		
	Answer: (Yes, No, N/A)	Importance (high, med, low)	I need to consider...
S Students			
Do students have easy access to the technology necessary for this technology?	Y	high	Access to a mobile device is a prerequisite to using mobile technology.
Do students have access to broadband Internet?	Y	high	
Do students have access to power to run/charge their devices?	Y	high	
Are transferrable skills being developed?	Y	high	Transferring skills learned more passviely in the classroom to active use in personal context.
Does the technology allow for an appropriate degree of openness to the community beyond registered course participants?	Y	low	Learners may want to connect with other individuals with similar goals, not just other learners within the course but it is not required
Can students show their work via web link (url)?	Y	high	Via application used for the activity; this will be a consideration for the resource selected.
E Ease of Use			
Will students need to make a major investment in time to learn how to use the technology?	N	high	Students may have limited experience with mobile technology in relation to the chosen activity, although the device shouldn't require time to learn, this would be a consideration for the chosen resource, so not as important with this technology.
Will I need to make a major investment in time to learn this technology?	N	med	Familiarity with Apple and Android products, but not an expert
Will this technology work with mobile devices?	Y	high	
Am I comfortable enough with the technology to guide students?	Y	med	Mobile technologies will differ depending on the devices used by learners.
Will this represent a new approach to teaching for me?	Y	low	Although the approach is new for teaching, I have experience with the approach for learning
Will this provide a new and novel learning experience for students?	Y	med	
Are there examples of use in an educational context?	Y	med	There are enough resources available to assist me; this is not a major concern
Can I make changes to content and learning activities on the fly?	N/A	n/a	Mobile technology does not have it's own content
Is this a reliable (i.e. mature) technology?	Y	high	Mature technologies represent less risk for support requirements

**SECTIONS Tech Assessment 1:
Mobile Technology**

Can I (ultimately) be independent in my development with the use of this technology?	Y	med	Mobile technology is fixed. It provides a platform for the tools used within it. No development of the technology itself is required, only development of instruction using the technology.
C Costs			
Are the time costs relatively low to design a learning environment using this technology (or at least cost/benefit ratio is favourable)?	Y	high	There is little budget for additions to course development itself; technology already exists and the benefit of using it is high.
Will students incur additional costs as a result of incorporating this new technology/approach?	N	high	
Are their licensing costs associated with the hosting/archiving of materials beyond the life of the course?	N	high	
T Teaching and Learning			
Does this technology support the learning goals that I have identified?	Y	high	Mobile devices can be used in context and provide platform for recording experiences and collaboration.
Will students be engaged in authentic, real world learning as a result of implementing this technology?	Y	high	This is highest priority ; it is the primary outcome
Does this technology support peer/self assessment as well as instructor assessment?	Y	high	Technology can be used for applications that allow these interactions.
I Interactivity			
Does this technology support interactions with peers, instructors and others associated or contributing to the learning task?	Y	high	Technology can be used for applications that allow these interactions.
Does this technology allow for sharing/collaboration with learning communities beyond registered course participants?	Y	high	Focus will be on collaboration between peers.
Can people easily interact with products/resources developed in this course?	N	high	Resources used to develop course are readily available online; learners will need to be provided with relevant access information (e.g. URLs)
O Organizational Issues			
Are the support structures in place to maintain and update this technology?	N	low	Organizational restrictions are known factors and a key driver behind the selection process. Not within the organization. Limited availability of WiFi and access to some websites via the corporate network. This is a known factor. Mobile devices remove these restrictions but place onus on learner to provide device and internet access

**SECTIONS Tech Assessment 1:
Mobile Technology**

Is there help available for me or my students if we need it?	Y	med	Support would be for the mobile devices used, should be available through the service provider, but places onus on learners to manage
Is there a way for me to retrieve my material if this technology fails or is replaced?	N/A	n/a	Materials designed for the classroom course not stored directly on devices
Does this technology work with the institution's Student Information System?	N/A	n/a	Organization does not have a Student Information System
Will students need to manage their own accounts?	Y	low	Users will already have accounts required for use of mobile devices
Will I need to add students manually into the online environment?	N/A	n/a	
Is this technology approved by the organization?	N	low	Not approved for use within the organizational environment on organization systems
N Networking			
Is it important for students to network with others using public social media in this course?	Y	high	Mobile tech provides affordance to network with others outside the classroom (extends course learning outside classroom; encourages self-directed learning)
Will the course benefit from the use of social media?	Y	high	Important in collaborating with other learners when applying learning in context outside the classroom; mobile technology provides this affordance
S Security & Privacy			
Can I identify topics that can be discussed in a public forum from those that must be discussed within the class?	Y	high	Consider personal nature of learner goals (i.e. health and medical reasons) this information is protected by privacy laws. External activity deliverables can not request learners to divulge personal information.
Is the use of social media worth the possible loss of privacy?	Y	med	Learners can choose to disclose information about their personal nutritional goals, but not required for the activity.

Notes on question notation

* Adapted from Underhill (2010).

Each question can be responded to in the following way:

Y (yes) N (no) or N/A (not applicable to my context)

Importance: Indicate the level of importance of this item in this specific situation: high, med, low. This is useful as it may define the “deal breakers”.

I need to consider: Make your notes for things that you may need to follow up.

**SECTIONS Tech Assessment 2:
Social Media**

* Questions to Ask ...	Technology 2 Social Media		
	Answer: (Yes, No, N/A)	Importance (high, med, low)	I need to consider...
S Students			
Do students have easy access to the technology necessary for this technology?	Y	high	Consider free SM options only for the activity
Do students have access to broadband Internet?	Y	high	
Do students have access to power to run/charge their devices?	Y	high	
Are transferrable skills being developed?	Y	high	Transferring skills learned more passviely in the classroom to active use in personal context.
Does the technology allow for an appropriate degree of openness to the community beyond registered course participants?	Y	low	Learners may want to connect with other individuals with similar goals, not just other learners within the course but it is not required
Can students show their work via web link (url)?	Y	high	Via application used for the activity; this will be a consideration for the resource selected.
E Ease of Use			
Will students need to make a major investment in time to learn how to use the technology?	N	high	Consideration for application chosen; most social media tools provide help and/or tutorial features
Will I need to make a major investment in time to learn this technology?	N	med	Consider this for application chosen
Will this technology work with mobile devices?	Y	high	
Am I comfortable enough with the technology to guide students?	Y	med	Will depend on the SM tool selected
Will this represent a new approach to teaching for me?	Y	low	Although the approach is new for teaching, I have experience with the approach for learning
Will this provide a new and novel learning experience for students?	N	med	Most students are familiar with social media
Are there examples of use in an educational context?	Y	med	There are enough resources available to assist me; this is not a major concern
Can I make changes to content and learning activities on the fly?	N	low	Not to social media itself; this will depend on the SM tool selected
Is this a reliable (i.e. mature) technology?	Y	high	Mature technologies represent less risk for support requirements
Can I (ultimately) be independent in my development with the use of this technology?	Y	med	Social media provides a platform for the tools used within it. No development of the technology itself is required, only development of instruction using the technology.

**SECTIONS Tech Assessment 2:
Social Media**

C Costs			
Are the time costs relatively low to design a learning environment using this technology (or at least cost/benefit ratio is favourable)?	Y	high	There is little budget for additions to course development itself; technology already exists and the benefit of using it is high. However, consider this for social media application selected.
Will students incur additional costs as a result of incorporating this new technology/approach?	N	high	Select tools that are free for use
Are their licensing costs associated with the hosting/archiving of materials beyond the life of the course?	N	high	
T Teaching and Learning			
Does this technology support the learning goals that I have identified?	Y	high	
Will students be engaged in authentic, real world learning as a result of implementing this technology?	Y	high	Type of social media used will be important
Does this technology support peer/self assessment as well as instructor assessment?	Y	high	Most social media applications provide for collaboration
I Interactivity			
Does this technology support interactions with peers, instructors and others associated or contributing to the learning task?	Y	high	Technology can be used for applications that allow these interactions.
Does this technology allow for sharing/collaboration with learning communities beyond registered course participants?	Y	high	Focus will be on collaboration between peers.
Can people easily interact with products/resources developed in this course?	N	high	Social media itself does not house the resources used in developing the course.
O Organizational Issues			
Are the support structures in place to maintain and update this technology?	N	low	Organizational restrictions are known factors and a key driver behind the selection process. Not within the organization. Limited availability of WiFi and access to some websites via the corporate network. This is a known factor. Mobile devices remove these restrictions but place onus on learner to provide device and internet access
Is there help available for me or my students if we need it?	Y	med	Most social media have support features
Is there a way for me to retrieve my material if this technology fails or is replaced?	N/A	n/a	Materials designed for the classroom course not stored directly in social media

**SECTIONS Tech Assessment 2:
Social Media**

Does this technology work with the institution's Student Information System?	N/A	n/a	Organization does not have a Student Information System
Will students need to manage their own accounts?	Y	low	Most social media applications require user accounts to be created by the individuals; a group account may require a common login
Will I need to add students manually into the online environment?	N/A	n/a	
Is this technology approved by the organization?	N	low	Most social media not approved for use within the organizational environment on organization systems
N Networking			
Is it important for students to network with others using public social media in this course?	Y	high	Mobile tech provides affordance to network with others outside the classroom (extends course learning outside classroom; encourages self-directed learning)
Will the course benefit from the use of social media?	Y	high	Important in collaborating with other learners when applying learning in context outside the classroom; mobile technology provides this affordance
S Security & Privacy			
Can I identify topics that can be discussed in a public forum from those that must be discussed within the class?	Y	high	Consider personal nature of learner goals (i.e. health and medical reasons) this information is protected by privacy laws. External activity deliverables can not request learners to divulge personal information.
Is the use of social media worth the possible loss of privacy?	Y	med	Learners can choose to disclose information about their personal nutritional goals, but not required for the activity.

Notes on question notation

* Adapted from Underhill (2010).
Each question can be responded to in the following way: Y (yes) N (no) or N/A (not applicable to my context)
Importance: Indicate the level of importance of this item in this specific situation: high, med, low. This is useful as it may define the “deal breakers”.
I need to consider: Make your notes for things that you may need to follow up.

**CSAM Tech Assessment 1:
Mobile Technology**

* Questions to Ask ...	Technology 1 Mobile Technology		
	Answer: (Yes, No, N/A)	Importance (high, med, low)	I need to consider...
C Collaborative			
Does your mLearning design provide learners with an opportunity to collaborate?	Y	high	
If yes, great! Are there any ways that learners could be collaborating more?	Y	med	Learners may want to connect with other individuals with similar goals, not just other learners within the course
If no, are there any ways that the learning activity could get learners working together, or sharing skills or ideas?			
S Situated			
Is your learning activity situated in a realistic context?	Y		
If yes, great! Learning is more meaningful and fun when it is in a realistic context.			Consider how to enforce learning within the realistic context; mobile technology provides this affordance
If no, how can you change your learning activity so that it takes place in a realistic context?			
A Active			
Do your learners have an opportunity to do something with the content they encounter in your mLearning activity?	Y		Activity will need to enable learners to apply knowledge directly to their own needs
If yes, great! Engaging with content reduces boredom, and makes learning more meaningful.			
If no, is there anything your learners could do with the content to create a new artifact, or to make the content more personally meaningful?			
M Mobile			
Does your mLearning design free learners from the tether of traditional classroom routines?	Y		This is a requirement for the activity
Does your mLearning activity enable you to augment other successful classroom strategies.	Y		Activities in the classroom are extended to personal context outside the classroom
Will the use of your mLearning activity help to create excitement, and get learners more engaged in the learning activity.	Y		Activity will encourage learners to engage with and personalize their learning experience

**CSAM Tech Assessment 1:
Mobile Technology**

<p>You do not need to take your learners out of the classroom to free them from classroom restrictions! Will your mLearning activity "mobilize" learners in their current learning environment?</p>	<p align="center">Y</p>		<p>Learners could engage with resources on the mobile device within the classroom setting.</p>
<p>If you do take learners outside of the classroom, do your mLearning resources provide them with the resources they will need, connect them with you and with each other, and focus learners on the intended learning task.</p>	<p align="center">Y</p>		<p>If learners choose to not participate in the outside activity, they would still benefit from connecting to the resources via mobile technology within the classroom. (i.e. they could save links, etc. for future reference in applying learning to personal contexts)</p>

Notes on question notation

* Adapted from Power (2013).

Each question can be responded to in the following way:

Y (yes) N (no) or N/A (not applicable to my context)

Importance: Indicate the level of importance of this item in this specific situation: high, med, low. This is useful as it may define the "deal breakers".

I need to consider: Make your notes for things that you may need to follow up.

**CSAM Tech Assessment 2:
Social Media**

* Questions to Ask ...	Technology 2 Social Media		
	Answer: (Yes, No, N/A)	Importance (high, med, low)	I need to consider...
C Collaborative			
Does your mLearning design provide learners with an opportunity to collaborate?	Y	high	
If yes, great! Are there any ways that learners could be collaborating more?	Y	med	Learners may want to connect with other individuals with similar goals, not just other learners within the course
If no, are there any ways that the learning activity could get learners working together, or sharing skills or ideas?			
S Situated			
Is your learning activity situated in a realistic context?	Y		
If yes, great! Learning is more meaningful and fun when it is in a realistic context.			Consider how to enforce learning within the realistic context; social media can be accessed in ways that do not necessarily put the learner in context (eg. Desktops/laptops)
If no, how can you change your learning activity so that it takes place in a realistic context?			How to ensure the learner participates in situation
A Active			
Do your learners have an opportunity to do something with the content they encounter in your mLearning activity?	Y		Activity will need to enable learners to apply knowledge directly to their own needs
If yes, great! Engaging with content reduces boredom, and makes learning more meaningful.			
If no, is there anything your learners could do with the content to create a new artifact, or to make the content more personally meaningful?			
M Mobile			
Does your mLearning design free learners from the tether of traditional classroom routines?	Y		This is a requirement for the activity
Does your mLearning activity enable you to augment other successful classroom strategies.	Y		Activities in the classroom are extended to personal context outside the classroom
Will the use of your mLearning activity help to create excitement, and get learners more engaged in the learning activity.	Y		Activity will encourage learners to engage with and personalize their learning experience

**CSAM Tech Assessment 2:
Social Media**

<p>You do not need to take your learners out of the classroom to free them from classroom restrictions! Will your mLearning activity "mobilize" learners in their current learning environment?</p>	<p align="center">Y</p>		<p>WiFi and personal computers with social media access not available in the classroom, learners would be required to use their own data accounts to access social media.</p>
<p>If you do take learners outside of the classroom, do your mLearning resources provide them with the resources they will need, connect them with you and with each other, and focus learners on the intended learning task.</p>	<p align="center">N</p>		<p>Social media is not available in the classroom setting</p>

Notes on question notation

* Adapted from Power (2013).

Each question can be responded to in the following way:

Y (yes) N (no) or N/A (not applicable to my context)

Importance: Indicate the level of importance of this item in this specific situation: high, med, low. This is useful as it may define the "deal breakers".

I need to consider: Make your notes for things that you may need to follow up.

**SECTIONS App Assessment 1:
QR Codes**

* Questions to Ask ...	Applicaiton 1 QR Codes		
	Answer: (Yes, No, N/A)	Importance (high, med, low)	I need to consider...
S Students			
Do students have easy access to the technology necessary for this technology?	Y	high	QR reader will need to be downloaded onto device
Do students have access to broadband Internet?	Y	high	
Do students have access to power to run/charge their devices?	Y	high	
Are transferrable skills being developed?	Y	high	
Does the technology allow for an appropriate degree of openness to the community beyond registered course participants?	Y	low	Learners may want to connect with other individuals with similar goals, not just other learners within the course but it is not required
Can students show their work via web link (url)?	Y	high	QR Code website requirement: disucsion forum
E Ease of Use			
Will students need to make a major investment in time to learn how to use the technology?	N	high	
Will I need to make a major investment in time to learn this technology?	Y	med	QR Code creator required as well as determining appropriate discussion forum/website for resources and collaboration
Will this technology work with mobile devices?	Y	high	
Am I comfortable enough with the technology to guide students?	N	med	Mobile technologies will differ depending on the devices used by learners.
Will this represent a new approach to teaching for me?	Y	low	
Will this provide a new and novel learning experience for students?	Y	med	
Are there examples of use in an educational context?	Y	med	There are enough resources available to assist me; this is not a major concern
Can I make changes to content and learning activities on the fly?	N	med	Although the content of the QR Code destination can be changed on the fly, the code would need to be regenerated
Is this a reliable (i.e. mature) technology?	Y	high	
Can I (ultimately) be independent in my development with the use of this technology?	Y	med	

**SECTIONS App Assessment 1:
QR Codes**

C Costs			
Are the time costs relatively low to design a learning environment using this technology (or at least cost/benefit ratio is favourable)?	Y	high	QR Codes are easy to generate; depends on the design requirements for the landing resource
Will students incur additional costs as a result of incorporating this new technology/approach?	N	high	Free apps available
Are their licensing costs associated with the hosting/archiving of materials beyond the life of the course?	N	high	
T Teaching and Learning			
Does this technology support the learning goals that I have identified?	Y	high	QR Codes allow mobile learning; consider how to place the codes outside the classroom setting
Will students be engaged in authentic, real world learning as a result of implementing this technology?	Y	high	This is highest priority ; it is the primary outcome
Does this technology support peer/self assessment as well as instructor assessment?	?	high	Depends on the landing site for the QR Code
I Interactivity			
Does this technology support interactions with peers, instructors and others associated or contributing to the learning task?	N	high	The technology itself does not, but can direct learners to a resource that will allow this
Does this technology allow for sharing/collaboration with learning communities beyond registered course participants?	N	high	See above
Can people easily interact with products/resources developed in this course?	Y	high	As long as QR Codes are accessible
O Organizational Issues			
			Organizational restrictions are known factors and a key driver behind the selection process.
Are the support structures in place to maintain and update this technology?	N	low	
Is there help available for me or my students if we need it?	N	med	Online support via application help
Is there a way for me to retrieve my material if this technology fails or is replaced?	N/A	n/a	Materials designed for the classroom course not stored directly on devices
Does this technology work with the institution's Student Information System?	N/A	n/a	Organization does not have a Student Information System
Will students need to manage their own accounts?	Y	low	If required by app
Will I need to add students manually into the online environment?	N/A	n/a	

**SECTIONS App Assessment 1:
QR Codes**

Is this technology approved by the organization?	N	low	Not approved for use within the organizational environment on organization systems
N Networking			
Is it important for students to network with others using public social media in this course?	Y	high	QR Code itself does not allow for networking; will rely on the destination app
Will the course benefit from the use of social media?	Y	high	QR Code will need to link to social media
S Security & Privacy			
Can I identify topics that can be discussed in a public forum from those that must be discussed within the class?	Y	high	
Is the use of social media worth the possible loss of privacy?	Y	med	

Notes on question notation

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Each question can be responded to in the following way:

Y (yes) N (no) or N/A (not applicable to my context)

Importance: Indicate the level of importance of this item in this specific situation: high, med, low. This is useful as it may define the “deal breakers”.

I need to consider: Make your notes for things that you may need to follow up.

**SECTIONS App Assessment 2:
nQuire-it Mission**

* Questions to Ask ...	Applicaiton 2 nQuire-it		
	Answer: (Yes, No, N/A)	Importance (high, med, low)	I need to consider...
S Students			
Do students have easy access to the technology necessary for this technology?	Y	high	
Do students have access to broadband Internet?	Y	high	
Do students have access to power to run/charge their devices?	Y	high	
Are transferrable skills being developed?	Y	high	
Does the technology allow for an appropriate degree of openness to the community beyond registered course participants?	Y	low	Learners may want to connect with other individuals with similar goals, not just other learners within the course but it is not required
Can students show their work via web link (url)?	Y	high	Both missions and individual contributions have unique URLs, comments in the missions do not have their own URLs
E Ease of Use			
Will students need to make a major investment in time to learn how to use the technology?	N	high	
Will I need to make a major investment in time to learn this technology?	N	med	Missions are simple to create
Will this technology work with mobile devices?	Y	high	via website Url
Am I comfortable enough with the technology to guide students?	Y	med	
Will this represent a new approach to teaching for me?	Y	low	
Will this provide a new and novel learning experience for students?	Y	med	Only one mission required for the activity, but potential for more for the overall course
Are there examples of use in an educational context?	Y	med	There are a number of examples on the site
Can I make changes to content and learning activities on the fly?	Y	med	Updating a mission is simple
Is this a reliable (i.e. mature) technology?	Y	high	
Can I (ultimately) be independent in my development with the use of this technology?	Y	med	

**SECTIONS App Assessment 2:
nQuire-it Mission**

C Costs			
Are the time costs relatively low to design a learning environment using this technology (or at least cost/benefit ratio is favourable)?	Y	high	
Will students incur additional costs as a result of incorporating this new technology/approach?	N	high	Free registration
Are their licensing costs associated with the hosting/archiving of materials beyond the life of the course?	N	high	
T Teaching and Learning			
Does this technology support the learning goals that I have identified?	Y	high	Allows learning in context
Will students be engaged in authentic, real world learning as a result of implementing this technology?	Y	high	This is highest priority ; it is the primary outcome
Does this technology support peer/self assessment as well as instructor assessment?	Y	high	
I Interactivity			
Does this technology support interactions with peers, instructors and others associated or contributing to the learning task?	Y	high	
Does this technology allow for sharing/collaboration with learning communities beyond registered course participants?	Y	high	
Can people easily interact with products/resources developed in this course?	Y	high	
O Organizational Issues			
			Organizational restrictions are known factors and a key driver behind the selection process.
Are the support structures in place to maintain and update this technology?	N	low	
Is there help available for me or my students if we need it?	N	med	Online support via application help
Is there a way for me to retrieve my material if this technology fails or is replaced?	N/A	n/a	Materials designed for the classroom course not stored directly on devices
Does this technology work with the institution's Student Information System?	N/A	n/a	Organization does not have a Student Information System
Will students need to manage their own accounts?	Y	low	Free registration
Will I need to add students manually into the online environment?	N/A	n/a	

**SECTIONS App Assessment 2:
nQuire-it Mission**

Is this technology approved by the organization?	N	low	Not approved for use within the organizational environment on organization systems
N Networking			
Is it important for students to network with others using public social media in this course?	Y	high	
Will the course benefit from the use of social media?	Y	high	
S Security & Privacy			
Can I identify topics that can be discussed in a public forum from those that must be discussed within the class?	Y	high	
Is the use of social media worth the possible loss of privacy?	Y	med	

Notes on question notation

* Adapted from Underhill (2010).

Each question can be responded to in the following way:

Y (yes) N (no) or N/A (not applicable to my context)

Importance: Indicate the level of importance of this item in this specific situation: high, med, low. This is useful as it may define the “deal breakers”.

I need to consider: Make your notes for things that you may need to follow up.