|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *For my class…* | | Never | Rarely | Sometimes | | Pretty Often | All the time |
| Learners will read a variety of documents in PDF and Word format. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will read a variety of content from HTML web sites. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will get content from web sites built using Flash. | | 5 | 4 | 3 | | 2 | 1 |
| Learners will use a response tool (clicker) during class and there *is* an app for this device that will allow them to do this. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will write traditional papers (in APA style, for example) that exceed one page. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will turn in assignments via an LMS. | | 5 | 4 | 3 | | 2 | 1 |
| Learners will need to have internet access in remote places (where no Wi-Fi is available). | | 1 | 2 | 3 | | 4 | 5 |
| Learners will be creating rich media (video, audio, web sites) for assignments. | | 5 | 4 | 3 | | 2 | 1 |
| Learners will be blogging for this course, using WordPress or a similar tool. | | 5 | 4 | 3 | | 2 | 1 |
| Learners would need to bring their iPad (device) to class. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will be given supplemental instructional material via podcast. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will be using a proprietary web site (from a publisher, for example) to access content. | | 5 | 4 | 3 | | 2 | 1 |
| Learners will need a PC/Laptop to compliment the mobile technology for most assignments. | | 5 | 4 | 3 | | 2 | 1 |
| Learners (and you) will have access to technical support and/or training for the technology, including associated apps. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will have free or almost free access to apps that will enable them to engage with course content in innovative ways. | | 1 | 2 | 3 | | 4 | 5 |
| Learners will have campus-wide wi-fi access, especially in your classroom, and your network can support all learners accessing it at the same time. | | 1 | 2 | 3 | | 4 | 5 |
| If the device is lost, stolen or broken at any point in the semester, students can still complete assignments, learn the material and enjoy the class. | | 1 | 2 | 3 | | 4 | 5 |
| Learner stress increases dramatically when using the technology to do basic assignments. | | 5 | 4 | 3 | | 2 | 1 |
| Learners have disabilities that may prevent them from using the technology. | | 5 | 4 | 3 | | 2 | 1 |
| The university, and you, face no special legal issues when using this technology in/for the class. | | 5 | 4 | 3 | | 2 | 1 |
|  | Totals: |  |  |  | |  |  |
|  |  |  |  | | Grand Total: | |  |

**Scale:** There are many ‘what if’ scenarios for this scale. It should only be used to give you a general starting point for whether your class might be enhanced or improved with mobile technology. Many other questions should be asked.

In general, if your total score was 70 or higher, mobile tech may well be a good option for you. If you scored between 40 and 69, mobile technology should be carefully considered. If you scored less than 40, mobile tech may be more trouble than it’s worth.