Date: March 2017

**Evaluation Tool for New Technology**

This tool is intended to be used by sensory impairment specialists, considering the evaluation or trial of a new technology.

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| **Purpose and Preparation** |  |
| What outcome are we hoping to achieve with this piece of technology? |  |
| What concerns are there about using this piece of technology? |  |
| What support will be needed in the classroom? |  |
| Will specialist training be needed?  If so who is going to provide this? |  |
| How much time will be needed to support the class/staff/CYP to use the technology and who will provide it? |  |
| Will I have the support of the school? |  |
| Is everyone on board with the long term commitment to technology?  Practical issues: Insurance Policy/procedures What happens to breakages? |  |

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| **Getting the right technology** |  |
| What is the outcome/impact you are hoping to achieve and how does the technology help? |  |
| What technology (high and low tech) has already been trialled with the CYP? What aspects worked/didn’t? Why? |  |
| Is there any experience of this specific equipment in LA already?  Can we try before we buy? |  |
| What technical support is available from the manufacturer and within the setting? |  |
| How robust and flexible is the proposed technology?  What is the expected lifespan of the product? |  |
| Is it fit for purpose and cost effective?  Who will pay?  Is it compatible with other technology? |  |
| How easy is it to use?  Cluttered?  Too many clicks?  If ongoing costs e.g. apps; how will this be funded?  What are the strengths and tech interests of the CYP? |  |

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| **Make it work** |  |
| Is there on-going support and training? |  |
| What are the networks of support? |  |
| How long will it take to learn to use?  Trouble shooting  What happens when…it breaks/needs repairing? |  |

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| **Manage the risks** |  |
| Insurance and long term commitment  Who owns the device?  Who is responsible for damage?  Who holds administrator rights?  Build in e-safety from the start |  |
| How is information shared? |  |

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| **Measuring the benefits** |  |
| Make sure the value of the technology is appreciated by all… |  |
| What are the criteria and baseline so you can measure outcomes and impact?  Did it achieve the impact/outcome you identified? Why/why not?  Has the technology been used for any unplanned uses? e.g.? |  |
| Can you monitor how you and your students are using technology? |  |
| How can you evaluate the role technology has alongside learning?  Can the CYP be more independent now?  In what way?  What is the social impact of the technology?  What is the next step? |  |

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