

WEB EVALUATION CRITERIA- SOME ISSUES

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Abstract

The rapid growth of online educational resources has made the evaluation of websites critical for both teachers and students. This paper explores key issues in assessing the educational value of websites, focusing on interface, navigation, content, reliability, and technical aspects. An evaluation framework is proposed, highlighting criteria such as graphic design, ease of navigation, authenticity of information, user services, and technical support. The study emphasizes the importance of digital literacy skills, enabling users to critically analyze and utilize online resources effectively. While the framework provides a structured approach, further refinement and expert consensus are necessary to enhance objectivity in web evaluation.

Keywords : *Web Evaluation, Educational Websites, Interface, Navigation, Content, Reliability, Technical Aspects, Digital Literacy, Evaluation Framework.*

Education has undergone many changes. E-Learning, Virtual Learning Environments, Computer Based Educational Systems, Corporate Universities, etc are some of the new arrivals in the educational arena. In this context, it is very essential to evaluate the websites for their educational value. This paper discusses various issues of evaluating the web pages. On the basis of these parameters, some web pages are being evaluated to find out their worthiness.

The online world is quickly becoming a source of primary information for both teachers and students. Considering the enormous amount of information available online and the Internet usage is growing at a faster rate, students and teachers need to be able to critically evaluate Web pages for Interface, navigation, content, reliability and technical aspects.

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With more than 350 million documents available on the Web alone, finding relevant information online can be daunting. Therefore, the ability to critically evaluate information is an invaluable skill in this information age. The acquisition of digital literacy skills is dependent upon the student's ability to find information, determine its usefulness and accuracy, and utilize it effectively.

INTRODUCTION

The world wide web offers information and data from all over the world. Because so much information is available, and because that information can appear to be fairly "Anonymous" it is necessary to develop skills to evaluate what we find. When we use a research or academic library, the books, journals and other resources have already been evaluated in one way or another before we ever see it. When we are using the world wide web, none of this applies. There are no filters. Anyone can write a webpage, documents of the widest range of quality, written by authors of the widest range of authority, are available on an even playing field. Excellent resources reside alongside the most dubious. This document discusses how to assess information found on the Internet. The following parameters are most important in evaluating a website.

INITIAL ANALYSIS

This is the first and preliminary analysis of a large number of websites. The analysis of a large number of websites at a given time allows comparison of individual criteria. It is static in nature. The following are the indicators in these criteria

- ♣ The type of Institution
- ♣ Level of the institution
- ♣ Size of the institution
- ♣ Experience
- ♣ Longitudinal Analysis
- ♣ Comparative Analysis

Evolving the criteria for evaluating the websites:

Once a number of websites are analysed by the methods given above, the next step is to find the criteria for evaluating them. This can be done by finding some similarities or any other methods. The evaluation framework consists of specific criteria within each group.

Although it cannot be completely eliminated, the purpose of the criteria on this level is to minimize subjectivity during the evaluation process. Five criteria are selected in each group.

1. INTERFACE

The interface of a website is one of the most crucial aspects of the website. The visual interface is the first thing that users notice on the web. It forms the first impression of the site. The presence of colour and graphics on a website interface makes it visual) attractive and appealing to the user. Graphics to be more effective to the use of these design elements in the interface.

2. NAVIGATION

A site may include a wealth of information, but if it is not easily accessible; the busy educator may not be able to find the needed information. There are many exemplary navigation structures, Many have a search tool to the sites, content, a help page, easy-to- navigate search tool to its own content and a great page that explains to educators how best to use the site and the materials, a site map to assist both the educator and student, when searching for information to support teaching and learning.

3. CONTENT

This parameter deals with the authenticity of the information; sites can be useful both as information resources in themselves and as links to other information. However, users can be frustrated by lists of resources which look promising, but turn out to simply contain more links.

4. RELIABILITY

The reliability is comparable with the authenticity, currency, and further help after the information has been obtained. If the furtherance is not available, then the information cannot be utilized properly and effectively.

5. TECHNICAL ASPECTS

These are the support parameters. Even though these are not affecting the quality of the information directly, they play a lead role in retrieving, gathering, and processing them, so, they are also very important.

TABLE 2 - EVALUATION FRAME WORK AND CRITERIA

GROUPS	CRITERIA TO EVALUATE
INTERFACE	
Graphic design principles	Color text, background, other general graphic design principles.
Graphic and multimedia	Effectiveness of the graphics and multimedia
Style and text	Text is concise, relevant, good style
Flexibility and compatibility	Able to handle exceptions
NAVIGATION	
Logical structure	Organization, menu
Ease of use	Ease of navigation
Search engine	Ability to find correct pages, giving clear descriptions of the result
Navigational necessities	Absence of broken links, and under construction pages
CONTENT	
Authenticity	Precise
Institution & Contact information	Easy to find the site, its principles, etc.
Information quality	Currency & relevance of the content
Interactivity	The amount of input the user has on the site
RELIABILITY	
Stored user profile	Registering process, how the site uses the user profile
User service	Effectiveness to download/ order of information
Contact information	Actions

CONCLUSION

Even though the evaluation framework and criteria groups seem to be reasonably inclusive, it may be necessary to modify or even replace some of the criteria to ensure greater

objectivity in the process. The criteria require further evaluation, and should perhaps be identified through consensus of experts in the field. It is also important to note that it takes considerable amount of time to take a considerable amount of time to complete an evaluation.

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WEBSITE

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