



Turkish Adaptation of REVEAC: Rubric for The Evaluation of Educational Apps for Preschool Children

Vildan Özeke

Gaziosmanpaşa University, Faculty of Education

The ages of today’s children are getting smaller in terms of meeting with the digital screens. The parents presenting smartphones and tablets as a new era toy. The software industry also claims that they are developing applications to use these devices in a supportive way of learning by producing content in this context. In online app stores, the users are rating the application, even it is very subjective, it still gives an idea about the application to new users. Sometimes people consider these rating scores, users’ comments and/or the number of how many times the app was downloaded plays decisive role on new users to install/buy that app. There is a need for valid and reliable multidimensional assessment tools, that examine the application in terms of its’ content, design and pedagogical aspects. The aim of this study is to translate an educational mobile application evaluation tool which was developed as a rubric.

The original abbreviation of REVEAC (given in the title) will be shortened as ÇEMUDER in Turkish version. ÇEMUDER has four-point rating as; "1: Unsatisfactory/Poor", "2: Needs improvement", "3: Good quality", and "4: Exemplary". ÇEMUDER evaluates the app in terms of four categories/domains as follows; educational content, design, functionality, and technical characteristics. Under of the educational content category, there are following criteria: "knowledge package appropriateness", "learning provision", "levelling", "motivation/ engagement", "error correction/ feedback provision", "progress monitoring/ sharing", and "bias free". Under the design category, there are "graphics", "sounds", "layout/scenery", and "app/menu design" criteria. Under the functionality domain there are, "child-friendliness", "autonomy", "instructions existence", and "configuration ability" criteria. And under the technical characteristics category, there are "performance and reliability", "advertisements/electronic transactions", and "social interactions". An example can be given from "progress monitoring/ sharing" criteria which is under educational content as follows: "1: Child progress monitoring does not exist. 2: Child progress monitoring is not sufficient. Does not provide adequate evidence of its progress. Does not retain progress history. 3: Monitoring is usually adequate and can provide an indication of child learning progress. Keeps child progress history. 4: Complete child progress monitoring and analysis. Keeps child progress history." The minimum score to be achieved with this rubric is 18, the maximum score is 72.

The evaluation tool has been translated into Turkish by the researcher. It was then sent to three field specialists who were at a good level in English and they were asked to rate the appropriateness of the translation and correct the inappropriate expressions. After the



adaptation process, the tool will be used to evaluate various applications to be selected for pre-school children. In original version the tool has .72 internal consistency level, and .79 for inter-rater reliability. The both scores will be calculate for Turkish version of the evaluation tool. As a second coder, an expert from pre-school teaching will be reached.

When the applications under the education and family categories are examined in the app store, in the description area of each application, the skills that the children will gain with that application are listed. The rubrics, such as ÇEMUDER, it may be possible to objectively assess whether the mobile application is truly capable of delivering these targeted goals. How much of these "digital candies", which we give to children without thinking, have the ability to support their cognitive and affective development? How much of the application's download count or app rating score is in line with the actual value of the app? What are the responsibilities of application developers while the number of content uploaded on the app store grows rapidly? Can standards be created for educational application developers and can sanctions be applied for applications that do not meet these standards cannot upload to app stores? It is possible to increase the number of questions, but we need the answers without wasting time. The most important responsibility of academicians and researchers working in the field of education is to produce and share reference resources in this regard, and to inform the parents about choosing the mobile applications consciously.

Keywords: educational mobile app, preschool children, rubric, mobile app evaluation