

Science of Learning: A Framework for Evaluating Educational Apps

Principles	Low	Med	High
<p>Active</p> <p>How well does the app prompt minds-on activity in the service of learning?</p> <p>Are the students interaction with the program purposeful and goes beyond actions that require little mental attention?</p>			
<p>Engaging</p> <p>How engaged are the students in the learning process while using the app?</p> <p>Do students stay on task or are they distracted?</p>			
<p>Meaningful</p> <p>To what extent does the app promote meaningful learning?</p> <p>Are students expanding current knowledge to create new conceptual understanding?</p>			
<p>Social</p> <p>To what extent does the app promote high-quality interactions? These could be interactions with the app that adapt to child response, as well as face to face or asynchronous social interactions with peers and/or adults.</p>			

Adapted from:

Hirsh-Pasek et al. (2015), Putting Education in “Educational” Apps: Lessons from the Science of Learning

K. Hirsh-Pasek, J. M. Zosh, R. Michnick Golinkoff, J. H. Gray, M. B. Robb, and J. Kaufman, *Psychological Science in the Public Interest*, Vol. 16(1) 3–34 © The Author(s) 2015