

Remote Laboratory Evaluation Framework

Lab Details:	Title: Type: Status: Description:	- <input type="radio"/> Lab Apparatus <input type="radio"/> Lab Guide / Lesson Plan <input type="radio"/> Proposed <input type="radio"/> Existing -	
	Criteria is addressed: A: Fully B: Partially C: Only implicitly D: Not at all	Laboratory consequences: E: Enhances F: Neutral G: Minor impacts H: Major, addressable I: Major, limiting J: Unknown	Typical Prompting Questions: Where appropriate, documentation identifies and justifies: Supported Learning Objectives: <input type="radio"/> Clearly described <input type="radio"/> Partially described <input type="radio"/> Absent General Comments:
Domain Factors Cohort characteristics Technical environment	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The academic context (prior knowledge; relationship to real world situations or practices) that needs to be established in order for the lab to be effective? The student cohort at which the lab is aimed? The cohort characteristics that have the potential to affect responses to the lab? The technical requirements for effective access to, and utilisation of, the lab?
Activity Factors Group interaction Experience duration Laboratory support	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The extent to which the lab relies on student-student or student-tutor interactions? The opportunities for support that may be needed / will be provided? The expected duration of the lab session and extent to which flexibility is allowed? Any issues associated with using different apparatus across multiple sessions?

	Criteria is addressed:	Laboratory consequences:	Typical Prompting Questions: Where appropriate, documentation identifies and justifies:	Comments:
Technical Factors Feasibility Operational Cost Safety Access	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Any technical challenges associated with the control or monitoring of the apparatus? The need for equipment calibration and the potential for calibration drift between different rigs of the same type? The requirements regarding ongoing apparatus maintenance? Any consumables needed and how these will be managed? Challenges and benefits associated with costs, safety, access or other technical aspects? Opportunities and challenges associated with the timing of access?	
Information Factors Information types Information dynamics Information integrity Information access Information supplement	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The information that needs to be provided to students to adequately use the lab? The characteristics of these information sources and how the reality and integrity of the data sources are made clear? How the information is presented to the users? Bandwidth or storage issues associated with the information? The extent to which repeatability of data is an issue and how this is handled? Any issues associated with data privacy and sharing?	
Evaluative Factors Student assessment Positioning Appropriateness Support Flexibility	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The extent to which records of the lab sessions are retained and made available to the student, to other students, and to lab staff and/or tutors? The relationship of the lab to the broader course? Why this approach is considered optimal? The level of institutional support required for ongoing availability of the lab? The ways in which the lab provides flexibility to students, particularly with regard to varying learning styles?	
Overall Assessment <input type="radio"/> ENDORSED <input type="radio"/> CONDITIONALLY ENDORSED <input type="radio"/> NOT ENDORSED	<input type="radio"/> A+ rating: All criteria explicitly addressed and no major or undetermined impacts <input type="radio"/> A rating: All criteria explicitly addressed, and only minimal impacts <input type="radio"/> B rating: All criteria explicitly or implicitly addressed, and 2 or fewer addressable major impacts <input type="radio"/> C rating: >80% of criteria explicitly or implicitly addressed, and no major impacts that limit effectiveness have been identified <input type="radio"/> Not endorsed: Major impacts which limit effectiveness have been identified			Endorsement Conditions: