**Template for Affordance Analysis of an ICT Tool Based on the PST Model**

**(ver 2.0)**

**Instructions**

The name of the ICT tool is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The URL of the example using the tool is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Briefly describe the purpose and the way of using the tool in the example

**Pedagogical Affordance**

**Syllabus** (Does the tool allow the instructor to specify any of the follows?)

Objectives

Targeted learners

Pre-requisites of course

Contact information for the instructor

Estimated amount of time needed for completing the course

Course schedule

Assignment description

**Gagné’s nine events of instruction** (What can the tool support?)

Gaining attention (reception)

Informing learners of the objective (expectancy)

Stimulating recall of prior learning (retrieval)

Presenting the stimulus (selective perception)

Providing learning guidance (semantic encoding)

Eliciting performance (responding)

Providing feedback (reinforcement)

Assessing performance (retrieval)

Enhancing retention and transfer (generalization)

**Pedagogical approaches** (Take the one that the tool is more suitable for)

Teacher-centered instruction vs. student-centered learning

Individual learning vs.  collaborative learning

Problem-based vs.  content-based learning

Self-reflection vs.  online discussion

Fixed route vs. flexible route

Process vs.  product oriented

**Course content organization** (Does the tool support any of the follows?)

Topics and subtopics are clearly presented

Course content is “chunked” for more manageable learning

External links can be added

Instructional materials required can be easily located

Organization and sequencing of the course content is logical and clear

Additional resources can be added by students

**Learning activities and assessment** (Does the tool support any of the follows?)

Standardized questions like MCQs, short answers, or matches

Discussions without a single correct answer

Collaborative exercises

Individual contribution is monitored in group work

Portfolios

Comments from peers or the instructor

**Social Affordance**

**Safe and comfortable environment** (Does the tool provide any of the follows?)

A closed (password-protected) environment

Learners can be anonymous

Allow editing/removal after posting

Postings can be moderated

Privacy is protected

**Promote interaction and communication** (Does the tool provide any of the follows?)

It shows the profiles of students/teacher

“Ice-breaker” activity can be organized

Netiquette can be described and enforced

Student participation is encouraged

Student participation can be monitored

**Appropriate tools to facilitate communication** (Does the tool provide any of the follows?)

Asynchronous discussion boards

Synchronous “chats”

Email

Video-conferencing

Instant messaging

Other social media tools

**Technical Affordance**

**Usability**

Easy to learn

Easy to navigate

Easy to access

Error free

Customizable

**Aesthetic design**

Typeface is easy to read

Sufﬁcient contrast between text and background makes information easy to read

Appropriate images supporting course content add visual interest

Course pages can be in a comfortable length

Attractive

**Power** (Does the tool support the follows?)

Large cloud storage?

Stable connection

Fast enough access speed

Big data recording and analysis

Multimedia presentation

**Technical support** (Does the tool provide support on any of the follows?)

Information/tutorials on how to use the program

Contact information for technical support or Help Desk

Tips for avoiding and dealing with computer viruses

Sources for any required plug-ins (and links)

It requires minimum computer hardware and software

FAQs

**Additional comments on the affordances of the tool**

Pedagogical affordance:

Social affordance:

Technical affordance