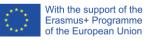
Worksheet 1: Evaluation of virtual museums

| | | T I () (| |
|--|------------------------------------|---|---|
| | The content is well | The content is | The content is |
| | structured | structured but the | fragmented and not |
| | | structure is not logical | structured according to some kind of logic |
| Structure of the material | | | |
| Comments can be added | here: | · | · |
| | | | |
| | It is easy to understand | It is not very | It is hard to understand |
| | how to use the material | understandable how to | how the material should |
| Use of the material | | use the material | be used |
| Comments can be added l | | | |
| Comments can be added i | nere. | | |
| | It can be downloaded | It can be downloaded to | It can be downloaded to |
| | to all possible devices | some particular devices | devices which have a specific program |
| Possibility to download the material | | | |
| Comments can be added I | here: | | |
| | | | |
| | It is easy to transverse | It is possible to | It is not possible to |
| | | | |
| | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| Transferability of the artifact | the artifact in smaller | transverse the artifact in | transverse the artifact in |
| | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact Comments can be added i | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact Comments can be added i Perception of the | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact Comments can be added i Perception of the material | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact Comments can be added i Perception of the material | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact Comments can be added i Perception of the material | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact Comments can be added i Perception of the material | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |
| artifact Comments can be added i Perception of the material | the artifact in smaller details | transverse the artifact in a few details | transverse the artifact in detail |





| Interactivity of the material | | | |
|---|---|--|---|
| | There are different forms of interactivity | There is some interactivity | People cannot interact with the material |
| Comments can be added | nere: | | |
| Possibilities for people with special needs | | | |
| Possibilities for poorle | people with diverse special needs can use it, and it is clearly indicated how to use it | people with some specific special needs can use it, but it is not available for all groups of special needs, and it is indicated which groups can use it | and there is no way to switch the way in which the information is provided |
| | The material is prepared in a way that | The material is prepared in a way that | The material is prepare for the general public, |
| Comments can be added | here: | | |
| Structure of the information provided | | | |
| | understand | information lacks structure and it is not easy to understand | |
| | The information provided is well structured and easy to | Some parts of the information are well structured but some | There is no structured information provided |
| Comments can be added | here: | | |
| Dimensions of the artifact | | | |
| | It is easy to move the artifact and see it from different dimensions (outside and inside) | It is possible to move the artifact and see it from different outside dimensions | It is possible to see the artifact only from a few outside dimensions |
| Comments can be added | here: | 1 | |
| Information about the place of origin of the artifact | | | |
| | Information about the place of origin of the artifact is given and it is clear to understand | Information about the place of origin of the artifact is given but it is hard to understand | Information about the place of origin of the artifact is not given |





| | The possibility to test knowledge is included in different parts of the material and on different aspects of the information provided | There is a possibility to test knowledge, but it is only on a few aspects of the material | There is no possibility to test the knowledge included |
|---|--|---|--|
| Knowledge test | | | |
| Comments can be added | here: | | |
| | There is smooth connectivity with other parts of the information, other artifacts, other historical facts, etc. | There is fragmented connectivity with other parts of the information, other artifacts, other historical facts, etc. | There is no connectivity with other information |
| Connectivity with other information | | | |
| Comments can be added | here: | | |
| | A lot of additional information in written form is given | Some additional information in written form is given | No additional information in written form is given |
| Additional information | | | |
| is given in written form | | | |
| Comments can be added | here: | | |
| | A lot of additional information in audial form is given | Some additional information in audial form is given | No additional information in audial form is given |
| Additional information is given in audial form | | | |
| Comments can be added | here: | | |
| | All the information is given in an easy to understand way even without previous knowledge on the topic | Some parts of the information are given in an easy to understand way, but some parts are hard to understand without previous knowledge on the topic | The information is hard to understand (due to complexity, fragmentation or other problems) |
| Information provided during the use of the material | | | |
| Comments can be added | here: | | |
| | Elements of gamification are used to attract people and to keep them focused | Some elements of gamification are used but on a fragmented basis | Elements of gamification are not used |
| Elements of gamification | | | |
| Comments can be added | here: | | |



| | The graphical elements are well structured and visualizations are in high quality | The graphical elements are randomly structured and visualizations could be of a better quality | The graphical elements are poorly structured and visualizations are in low quality |
|--|--|---|---|
| The graphics of the material | | | |
| Comments can be added | here: | | |
| | The risk of cybersickness is completely reduced | The risk of cybersickness can be a problem for some groups of people | There is a high risk of cybersickness |
| The risk of cybersickness | | | |
| | The sequence of the information flow can be changed according to the decision of the person who explores the material | Some parts of the information can be skipped or changed | The sequence of the information flow cannot be changed according to the decision of the person who explores the material |
| The sequence of information flow | | | |
| Comments can be added | here: | | |
| | Adults (18+) | School-age children (7 18) | 7- Minors (up to 7) |
| The age group for which the material can be used | | | |
| Comments can be added | here: | | |







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