

Checklist for Selecting an Appropriate VFT

Category	Consideration	Explanation
Learning	Curriculum	<ul style="list-style-type: none"> VFTs should meet the curriculum standards of your lesson or unit. When selecting an appropriate VFT, it is important to start with the goals in mind and select only VFTs that meet these goals. Be sure to eliminate VFTs or their content that is not relevant to your objectives (Kirchen, 2011). We recommend selecting and writing out curriculum standards before selecting a VFT to ensure that interest does not override practicality.
	Interactivity/Authenticity	<ul style="list-style-type: none"> Among the most important factors for fulfilling the “field trip” experience is the opportunity for interactivity and authentic experiences. The VFT should provide for learner-centered experiences in addition to interactive learning providing students with opportunities to work with one another (Klemm, & Tuthill, 2003).
	Scaffolding	<ul style="list-style-type: none"> Does the VFT scaffold learning for students? It is important that students’ work at their own pace and that learning is scaffolded during individual or small group VFT activities. If the VFT does not scaffold learning, is the teacher (or other assistants) able to provide the needed scaffolding? (Klemm, & Tuthill, 2003).
	Accessibility	<ul style="list-style-type: none"> VFTs can increase accessibility for students with special needs by either providing for modification or accommodation, or allowing the teacher to create and provide modifications and accommodations (Kirchen, 2011). Gender, cultural diversity and language should also be considered (Klemm, & Tuthill, 2003). VFTs can sometimes be accessed at home (web based VFTs for example) for students who are unavailable to attend school due to illness or other reasons (Kirchen, 2011).
Practicality	Alternative Option	<ul style="list-style-type: none"> Is an on location field trip too difficult or impossible for your class because of considerations such as logistics, expense, safety/liability, time constraints, weather conditions, lack of transportation, overcrowding, lack of volunteers/chaperones, or lack of accessibility for children with special needs? If so a VFT, which provides solutions to such problems might be available (Kirchen, 2011).
	Geographical Autonomy	<ul style="list-style-type: none"> Is geography a limiting factor for an on location field trip? Geography can limit traditional field trips in many ways including travelling too far in distance, impossible locations (such as outer space or Antarctica). If so, a VFT allowing students to visit remote locations digitally or talk to experts can be an option (Kirchen, 2011).
Feasibility	Control	<ul style="list-style-type: none"> In VFTs, teachers have the ability to view all content available before class time to ensure that they know exactly what is available and allows the teacher to control the length and content shown to the students. Teachers can ensure that selected curriculum expectations will be met (Klemm, & Tuthill, 2003). Teachers should also consider student needs when selecting VFTs, including students with special needs or students requiring additional support (Kirchen, 2011).
	Technology	<ul style="list-style-type: none"> Teachers should ensure that they have the proper resources to access and host the VFT. If it is web based, it is important to ensure that there is access to the internet. If a projector, laptop or other form of technology is required this should also be arranged ahead of time (Kirchen, 2011).
	Usability	<ul style="list-style-type: none"> Is the VFT the main activity or is it an introduction or summary of another hands on activity? VFTs can be used in many ways, and therefore the detail and length of time needed for the VFT should be considered in the section process (Kirchen, 2011).