

Appendix

List of all 151 quality indicators regarding both blogs and podcasts on a 7-point scale for Group A (questions 1-73, n=22) and Group B (questions 74-151, n=22). Survey 1 mean scores are reported for blogs and podcasts. For Survey 2, only mean quality indicator scores ≥ 5 met the a priori threshold for voting. Scoring scale: 1=not important, 4=neutral, 7=very important

Item	Quality Indicator	BLOGS		PODCASTS	
		Survey 1: Mean Score	Survey 2: % Consensus to Include	Survey 1: Mean Score	Survey 2: % Consensus to Include
DOMAIN: CREDIBILITY					
1	Is the resource credible?	6.33	86%	6.24	86%
2	Is the resource transparent about who was involved in its creation?	6.29	91%	6.24	90%
3	Is it clear who created the resource?	6.43	82%	6.48	80%
4	Is the identity of the resource's author clear?	6.50	95%	6.48	95%
5	Is the author well respected?	5.33	18%	5.10	20%
6	Is the author well qualified to provide information on the topic?	6.24	91%	6.10	86%
7	Are the author's affiliations stated?	5.81	59%	5.62	50%
8	Is it clear who published the resource?	6.00	62%	5.81	57%
9	Is the publisher well respected?	4.90		4.81	
10	Is the identity of the resource's editor clear?	4.86		4.76	
11	Is the editor well respected?	4.76		4.67	
12	Is the editor well qualified to edit information on the topic?	5.30	36%	5.29	33%
13	Are the editor's affiliations stated?	4.90		4.81	
14	Is the contact information of the resource's authority (e.g. author, editor, publisher) listed?	5.29	64%	5.29	71%
15	Is the phone number of the resource's authority (e.g. author, editor, publisher) listed?	3.00		2.95	
16	Is the address of the resource's authority (e.g. author, editor, publisher) listed?	3.71		3.67	
17	Is the email address of the resource's authority (e.g. author, editor, publisher) listed?	5.43	55%	5.38	57%
18	Are all entities that contributed to the creation of the resource listed?	5.48	50%	5.29	43%
19	Can other learners/contributors/participants be identified?	4.76		4.67	
20	Are the processes (e.g. editorial, peer review, evaluation, etc.) that were used to create the resource outlined?	5.65	69%	5.55	53%
21	Is there an editorial process?	5.35	47%	5.30	40%
22	Is the editorial process independent from sponsors, conflict of interest, and other sources of bias?	5.85	56%	5.80	53%
23	Is there a peer review process?	5.40	33%	5.10	38%
24	Is there an internal (reviewed by someone affiliated with the resource) peer review process?	5.05	27%	4.85	
25	Is there an external (reviewed by someone not affiliated with the resource) peer review process?	5.15	33%	4.90	

26	Are there comments from other learners/contributors that endorse or refute the information presented in the resource?	5.50	67%	5.15	67%
27	Does the resource undergo a formal or informal evaluation process?	5.20	47%	4.95	
28	Are web metrics listed for the resource that illustrate if others have used the resource?	5.10	60%	4.75	
29	Is there a way to provide feedback on the resource?	6.05	87%	5.85	79%
30	Is there a formal process (e.g. standardized steps for all resources that are completed prior to publication) for generating the resource's content?	4.80		4.55	
31	Is there a process outlined to update the resource? How frequently?	5.30	40%	4.90	
32	Are updates/revisions denoted within the resource?	5.95	53%	5.60	60%
33	Does the resource cite its references?	6.35	93%	6.40	87%
34	Are the resource's statements consistent with its references?	6.15	93%	6.10	80%
35	Are the resource's references peer-reviewed?	5.75	47%	5.65	40%
36	Does the resource refer learners to additional resources?	5.45	33%	5.35	33%
37	Are recommended resources of good quality?	5.85	33%	5.90	40%
38	Are recommended resources related to the topic?	6.00	73%	5.95	67%
39	Does the resource respect copyright and licensing laws?	6.15	73%	6.15	80%
40	Does the resource respect and protect the privacy of its learners?	5.70	56%	5.75	50%
41	Is the resource reputable?	6.05	44%	6.05	38%
42	Has the resource been endorsed by reputable individuals and/or organizations?	5.25	22%	5.25	25%
43	Has the resource been awarded any quality credentials/badges from independent organizations (e.g. HONcode)?	5.00	33%	5.00	38%
44	Is the resource accountable?	5.90	56%	5.85	50%
45	Are appropriate disclaimers regarding the use of the resource stated?	5.60	78%	5.60	75%
46	Are the resource's biases stated clearly?	5.95	67%	5.95	63%
47	Do the authorities (e.g. author, editor, publisher) that created the resource list their conflicts of interest?	6.25	100%	6.10	100%
48	Are the authorities (e.g. author, editor, publisher) that created the resource free of financial conflicts of interest?	5.80	75%	5.75	86%
49	Are the authorities (e.g. author, editor, publisher) that created the resource free of non-financial conflicts of interest?	5.65	63%	5.70	71%
50	Does the resource have an appropriate advertising policy?	5.05	25%	5.00	14%
51	Does the resource clearly differentiate between advertisement and content?	6.30	91%	6.30	90%
52	Is the resource free of advertising?	4.35		4.35	

53	Does the resource make a clear distinction between fact and opinion?	6.55	95%	6.55	95%
DOMAIN: CONTENT					
54	Is the content of this educational resource of good quality?	6.65	91%	6.70	90%
55	Is the content of the resource professional?	6.35	91%	6.35	90%
56	Does the resource avoid stereotypes? Is the resource sensitive to the cultural differences of learners?	6.10	64%	6.05	62%
57	Does the resource inform learners of any potentially improper, upsetting, or controversial materials that it includes?	5.10	23%	5.15	24%
58	Is the conduct of the resource authority (e.g. author, publisher, etc.) and the learners professional?	6.10	77%	6.10	80%
59	Are the expectations for the conduct of learners made explicit?	5.30	41%	5.25	38%
60	Are interactions between learners moderated effectively to ensure professional conduct?	5.58	41%	5.55	33%
61	Does the resource motivate and interest its intended audience?	6.00	82%	6.10	81%
62	Does the resource provide an experience that supports learner goals?	6.15	71%	6.20	71%
63	Is the resource entertaining?	4.70		4.70	
64	Is the resource emotionally engaging?	4.60		4.90	
65	Does the resource encourage higher-order thinking (e.g. application, problem solving, analysis)?	6.00	77%	5.75	76%
66	Is the resource useful and relevant for its intended audience?	6.30	91%	6.40	90%
67	Does the resource use examples, scenarios, and cases that help learners to understand the content?	6.10	73%	6.10	71%
68	Does the tone of the resource engage and excite the learner to read/listen?	5.70	36%	5.90	38%
69	Does the resource have a conversational tone?	4.90		5.00	18%
70	Does the authority (e.g. author, publisher) engage in a dialogue with the learners using the resource in an open and timely fashion?	5.21	32%	5.35	36%
71	Does the authority (e.g. author, publisher) engage with learners on social media in an open and timely fashion?	4.80		4.85	
72	Does the authority (e.g. author, publisher) address comments made by learners about the resource in an open and timely fashion?	5.50	36%	5.40	38%
73	Does the resource contain an appropriate amount of information for its length?	5.70	45%	5.65	52%
74	Is the information presented in the resource of a consistent quality?	6.05	78%	6.05	83%
75	How current is the resource? Was it created or updated recently?	5.64	83%	5.68	78%
76	Is the information presented in the resource accurate?	6.45	94%	6.45	100%
77	Is the content of the resource presented in a	6.23	83%	5.95	67%

	logical, clear and coherent way?				
78	Is the topic of the resource well defined and labeled appropriately?	5.45	50%	4.95	
79	Is the topic of the resource comprehensively addressed?	4.59		4.23	
80	Does the resource provide enough background information to situate the learner in the context of prior knowledge?	5.14	39%	4.73	
81	Does the resource deliver a balanced account of information by presenting all sides of the topic?	4.77		4.73	
82	Does the resource identify the areas at the limits of what is known within a field and acknowledge limitations?	5.14	39%	5.05	39%
83	Does the resource use efficient, accurate language that is appropriate for its target audience?	5.68	78%	5.95	78%
84	Does the resource use precise language (i.e. non-ambiguous) that is exact, to the point, and free of jargon, slang, and confusing terminology?	5.27	39%	5.32	44%
85	Does the resource use correct grammar and spelling?	5.41	72%	4.64	
86	Is the resource composed in a way that makes it easy to understand (i.e. not overly convoluted)?	6.23	72%	6.09	78%
87	Does the resource add to the field?	4.95		4.95	
88	Does the resource contain original information? Does the resource synthesize, integrate, and analyze existing information?	5.55	78%	5.68	72%
89	Does the resource provide an overview and orientation to potential learners so they can decide how and whether they should use it?	5.23	44%	5.18	44%
90	Does the resource state its objectives?	5.09	33%	5.14	33%
91	Does the resource address standards that have previously been defined for a particular type of learner (e.g. milestones, competencies, or objectives)?	3.73		3.91	
92	Does the resource have a clear purpose?	5.27	61%	5.32	67%
93	Does the resource define its target audience?	4.77		4.91	
94	Is the resource at the appropriate level for its target audience?	5.27	56%	5.41	56%
95	Are the prerequisites that learners should meet prior to using the resource outlined?	3.50		3.55	
96	Are the materials, time, and any other requirements needed to use the resource outlined?	3.86		4.41	
97	Does the resource provide guidance regarding how it can be used (e.g. copyright and licensing information)?	4.41		4.36	
DOMAIN: DESIGN					
98	Does the resource's learner interface use multimedia design principles to optimize learning in a convenient and efficient manner?	5.82	72%	4.91	

99	Is the resource's content attractively designed with a strong visual component that holds the learner's attention?	5.50	50%	4.00	
100	Is the resource's text and multimedia elements formatted to optimize readability and aesthetic appeal?	5.59	78%	4.32	
101	Is the resource's font consistent? Are its font styles used judiciously for emphasis?	4.73		3.86	
102	Is the resource's text formatted to make the content easy to read?	5.59	67%	4.23	
103	Does the resource's use of colors add to the visual appeal of the content?	5.09	22%	3.73	
104	Are the images high-quality? Do they increase the visual appeal of the content?	5.18	50%	4.09	
105	Are the resource's images labeled with captions, titles, and/or text alternatives?	4.73		4.09	
106	Are the resource's videos and animations high-quality? Do they increase the visual appeal of the content?	5.50	56%	4.41	
107	Is the resource's audio high-quality? Does it increase the affective appeal of the content?	4.59		6.14	89%
108	Is the pace and speed of speech of the audio appropriate?	4.45		6.41	78%
109	Is the resource's information structure (layout) organized logically, consistently, and concisely?	6.09	83%	5.09	
110	Does the resource's layout avoid unnecessary text and multimedia elements that may divert attention away from the core content or message?	5.95	67%	4.73	
111	Are the aesthetic components of the resource consistent throughout the resource (e.g. formatting, font, layout, textual cues, headers, labeling)?	5.27	28%	4.64	
112	Does the resource use a consistent and accepted citation format for references and citations?	4.64		4.59	
113	Does the resource create an interactive learning experience through the use of technology?	5.18	39%	4.77	
114	Can the learner interact with the resource's multimedia elements in a way that enables, supplements, and/or optimizes learning?	5.36	56%	4.86	
115	Can the learner interact with audio clips in a way that enables, supplements, and/or optimizes learning?	4.55		5.48	39%
116	Can the learner interact with video or animations in a way that enables, supplements, and/or optimizes learning?	5.18	44%	4.76	
117	Does the resource utilize cases and questions that encourage active learning and self-assessment of knowledge by learners (e.g. quizzes)?	5.23	61%	5.27	56%
118	Does the resource allow its learners to interact with other people using embedded communication technologies?	5.00		4.45	

119	Does the resource enable learner-to-learner interaction through the use of communication technologies?	4.82		4.36	
120	Does the resource enable learner-to-educator interaction through the use of communication technologies?	5.09		4.77	
121	Does the resource have a strategy for disseminating content (e.g. email list, social media posts, RSS feed, search engine optimization)?	5.23	50%	5.18	50%
122	Are new resources/content released on a consistent schedule?	5.00		5.14	44%
123	Does the resource have high technical quality and functionality?	5.45	78%	5.68	72%
124	Is the resource stable (i.e. does not crash)?	5.95	83%	5.95	83%
125	Is the resource optimized to respond and load quickly?	5.77	67%	5.77	61%
126	Is the resource always available or does it have significant down-time?	5.86	50%	5.91	56%
127	When the resource requires downloads, is it possible to select between downloading individual files and entire file sets?	5.36	39%	5.50	44%
128	Is the resource accessible in multiple ways?	5.59	56%	5.55	56%
129	Is the resource portable (i.e. accessible on mobile and non-mobile devices)?	5.86	72%	6.05	78%
130	Is the resource designed to meet the requirements for users with disabilities (e.g. color-blind or visually impaired)?	4.00		4.05	
131	Is the resource compatible with multiple browsers (e.g. Chrome, Firefox, Safari) and operating systems (e.g. Windows, Mac)?	5.91	72%	5.77	67%
132	Is the resource maintained such that its text and multimedia elements remain functional?	6.00	78%	5.64	72%
133	Are the hyperlinks contained within the resource functional?	6.18	83%	5.77	67%
134	Does the resource employ technologies that are universally available to allow learners with standard equipment and software access?	6.00	89%	5.77	94%
135	Does the resource's interface have a learner-friendly design?	6.09	78%	5.77	78%
136	Is the functionality of the resource self-evident without training?	6.05	89%	5.77	89%
137	Are the icons and buttons used in the resource logically and intuitively designed?	5.82	56%	5.45	50%
138	Is navigating the resource intuitive? Does it allow learners to access information quickly?	6.05	83%	5.64	72%
139	Are the resource's navigation layout and hierarchical content structure logically organized and learner friendly?	5.86	72%	5.32	56%
140	Are the resource's hyperlinks clearly marked and used carefully?	5.59	44%	5.05	28%
141	Are the hyperlinks within the resource appropriately and logically labeled to indicate their content and the type of destination site (e.g. text, audio, video site)?	5.50	28%	4.95	

142	Are hyperlinks within the resource that have been followed distinguished from those that have not been followed?	4.32		4.14	
143	Within the resource, is the size of downloadable files clearly indicated next to the download link?	4.50		4.50	
144	Is the content of the resource customizable to different audience levels and learning environments?	4.36		4.14	
145	Are learners able to adjust the pace of the resource, as needed?	5.14	11%	5.23	22%
146	Can the resource be re-purposed into different learning formats to adapt to learner needs?	4.32		4.36	
147	Is the resource designed with consideration for time and place restrictions of learners (e.g. short modules that can each be completed in entirety in brief period of time)?	5.59	44%	5.50	56%
148	Is the content of the resource available in multiple modalities (e.g. video, audio, online text, downloadable file, mobile app, etc.)?	4.91		4.82	
149	Does the resource contain support options to guide learning, troubleshoot common resource functionality problems, and answer general questions?	4.91		4.86	
150	Does the resource provide support through an instruction or FAQ page?	4.64		4.64	
151	Do resource managers provide timely support to end-users?	4.68		5.00	