

AC.2.21.1 Open Educational Resources

Schedule A OER Evaluation Rubric

- These questions can be used to guide you through your evaluation of an OER.
- Depending on the type of OER you are evaluating, you'll find that not all of the questions are applicable.

	Excellent (3)	Sufficient (2)	Insufficient or Weak (1 or 0)
<p>Relevance:</p> <ul style="list-style-type: none"> • Does the OER directly address at least one course learning outcome? • Is the content up-to-date and written in such a way that the OER has a long shelf life? • Does the content and writing level of the resource meet the needs of the intended audience? • Does the resource meet the needs of your intended use? (i.e., an in-class resource, a group resource) 			
<p>Quality:</p> <ul style="list-style-type: none"> • Is this OER of a similar high quality to any commercially-produced item you might have considered? • Is the OER's information clear? • Is the layout attractive and easy to navigate? Does it encourage use? • Is the writing level acceptable? e.g., appropriate vocabulary level with few/no spelling errors, typographic errors, formatting errors, or grammatical errors 			
<p>Modularity:</p> <ul style="list-style-type: none"> • Does this OER resource lend itself to being used in smaller, modular "chunks" of content? • Will rearrangement of the OER's content, "chunking" content, or removing any "signposts" such as heading, subheadings, or point form present difficulty for the intended readers? 			
<p>Accessibility (mobile devices):</p> <ul style="list-style-type: none"> • Is the OER resource available in alternative formats (e.g., .doc, .pdf, .epub)? • Can this resource be viewed on mobile devices? (Check with your school/department IT person if you need help) • Do audio or video resources have written transcripts or subtitles? 			

<p>Accessibility (Students with additional learning requirements):</p> <ul style="list-style-type: none"> • Can this resource be used by students who need adaptive technology to use it? (Check with the Centre for Applied Education’s accessibility specialist if you need help) • If conversion is required before use, can the resource be easily and quickly converted for a reasonable cost? 			
<p>Inclusivity:</p> <ul style="list-style-type: none"> • Do images (photographs, videos, art work, graphics) represent peoples from many cultures, including indigenous cultures? • Are references and examples related to peoples from many cultures, including indigenous cultures, culturally sensitive, fair, accurate, and respectful? • Do images within the OER reflect diversity (ethnicities, genders, ages, able-ness, etc.)? • Is the language inclusive (i.e., She/he or they)? 			
<p>Technical Requirements and Interface:</p> <ul style="list-style-type: none"> • Is the text free of interface issues (navigation problems, poorly-displayed images) that would distract readers? • Are any technical requirements (i.e., specific software) readily available without causing additional costs to the user? 			
<p>Future proofing:</p> <ul style="list-style-type: none"> • Is this resource built in such a way that the software it uses won’t become obsolete? (Check with the Centre for Applied Education and Innovation’s Multimedia specialists if you need help) 			
<p>Interactivity:</p> <ul style="list-style-type: none"> • If appropriate, does the resource encourage active learning? • Does the resource provide learners with opportunities to test their knowledge of the material? (i.e., self-tests). 			
<p>Licensing:</p> <ul style="list-style-type: none"> • Does the OER’s license permit education reuse? • Does the OER’s license permit modifications or adaptations of the materials? • Are you obliged, under the OER’s license, to share the adapted material back to the Creative Commons? 			
<p>Accuracy/ Peer review:</p> <ul style="list-style-type: none"> • Is the OER’s information accurate and up-to-date? • Do the authors have expertise or credentials in this field? • Has this OER undergone any peer review? • If so, was the review(s) positive? 			

COMMENTS/OVERALL EVALUATION:

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