Evaluation Criteria for Open Education Resources

Use this guide to evaluate open educational resources (OERs) for your course.

OER’s are freely available educational materials, including textbooks, lesson plans, worksheets, videos, and interactive tutorials. They are typically licensed under Creative Commons. See our [OER guide](http://www2.smumn.edu/deptpages/tclibrary/services/faculty/OERs.php) for lists of reputable repositories and databases for OERs.

This guide has been adapted from UMUC’s [OER Quality Guide](http://libguides.umuc.edu/ld.php?content_id=48317687) used [under CC](https://creativecommons.org/licenses/by-nc-sa/4.0/).

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| --- | --- | --- |
| **Compliance**  **Items in the Compliance section are legal requirements and must be met for OERs.** | | |
| Copyright (required) | Yes | No |
| All content components are openly licensed or in the public domain |  | **required** |
| If needed*,* license allows for modifications |  |  |
| Accessibility (required) | Yes | No |
| Resource meets ADA accessibility standards |  | **required** |

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| **Content**  **Items in the Content section reflect best practices and are meant as suggestions.** | | | | |
| Currency and Relevance | Poor | Fair/Good | Excellent | NA |
| Resource is current, recent enough to serve the need, or seminal |  |  |  |  |
| Content is targeted: it serves the purpose without extraneous content |  |  |  |  |
| Resource clearly aligns to student learning objectives, program outcomes, and associated assessments |  |  |  |  |
| Where applicable, resource reflects industry standards and accreditation requirements |  |  |  |  |
| Resource's rigor, depth, and approach are appropriate for the degree level |  |  |  |  |
| Credibility | Poor | Fair/Good | Excellent | NA |
| Source (author, publisher, etc.) is reputable, scholarly, and/or professional, as appropriate |  |  |  |  |
| References and citations appear valid; images are original or properly attributed |  |  |  |  |
| Resource has been independently verified or refereed |  |  |  |  |
| Writing is clear and organized; content seems professionally written and edited |  |  |  |  |
| Resource appears objective, bias-free; it lacks apparent hidden agenda that conflicts with its evident purpose |  |  |  |  |
| Inclusivity | Poor | Fair/Good | Excellent | NA |
| Resource honors diversity in genders, ages, languages, cultural expressions, backgrounds, capabilities, etc. |  |  |  |  |
| It avoids insensitive representations in all visual and verbal representations of people |  |  |  |  |
| Engagement | Poor | Fair/Good | Excellent | NA |
| Content invites the reader's reflection and participation in the learning process; it could be described as engaging and/or motivating |  |  |  |  |
| Its form is appropriate to the purpose |  |  |  |  |
| Contextualization | Poor | Fair/Good | Excellent | NA |
| Resource is already contextualized; it's well suited to our audiences and purposes |  |  |  |  |
| If not contextualized already, resource can be adapted and contextualized with feasible time and effort |  |  |  |  |
| Institutional identification is minimal |  |  |  |  |
| Content avoids overuse of jargon or acronymsronyms |  |  |  |  |
| Content is self-contained: no reliance on links to other content/materials |  |  |  |  |
| **Technical Factors**  Items in the Technical Factors section reflect best practices and are meant as suggestions. | | | | |
| User Experience | Poor | Fair/Good | Excellent | NA |
| Interface is intuitive and user-friendly |  |  |  |  |
| Layout, interface, design features, and multimedia support and enhance learning |  |  |  |  |
| Resource is available without requiring students to register or pay a fee |  |  |  |  |
| Resource requires no special software, plug-ins, browser limitations, etc. |  |  |  |  |
| Resource is downloadable and can be used offline |  |  |  |  |



Updated July, 2019