



Rubrics to evaluate Open Educational Resources (OER)

An open educational resource (OER) is ideally developed and shared freely in the modality of open access in order to foster the generation of new knowledge, skills and attitudes, which makes sense based on the needs of the person that requires the OER. The open educational resources can be identified as full courses, course materials, modules, books, articles, video, tests, software and any other tool, material or technique used to support access to knowledge. The assessment enables that educational resources can be identified, selected and evaluated in terms of quality, relevance and pertinence.






Each evaluation that is performed on an OER enhances its value by considering that new knowledge is added to prior knowledge, just like the experience and personal judgment of the evaluator that reviews the educational resource in question, having in reference each one of the evaluation criteria and by giving feedback through a clearly redaction, simple and informative.

This instrument of rubrics has been implemented in the OER catalog named TEMOA (www.temoa.info), with the aim of promoting the culture of sharing of educational experiences through collaborative assessment. The added value of the reviews that are made available on the OER in the catalog is increased by allowing multiple evaluations by a community of users with different perceptions and informative needs.

The rubrics used in this instrument are the result of an adaptation based on the evaluation criteria of the "Learning Object Review Instrument, LORI" (2003) which has been tested to evaluate learning objects in other Web-based systems (Nesbit Li and Leacock, 2005). The adaptation of the instrument represents a framework of reference for the evaluation of open educational resources, which can be identified as digital objects. A digital object can be represented in different formats such as audio, video, text, image and multimedia. Each rubric may be evaluated by a score represented by small "diamonds", where one diamond is the lowest rating and five diamonds is the highest possible rating.

Version 1: 15 February, 2011

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[N/A]	Not applicable
	Deficient
	Sufficient
	Average
	Good
	Excellent

Listed below are the rubrics to evaluate an open educational resource:

Rubric I. Content quality

Rubric II. Motivation

Rubric III. Presentation design

Rubric IV. Usability

Rubric V. Accessibility

Rubric VI. Educational value

Rubric VII. Overall rating

CONTENT QUALITY

The resource presents information in an objective way, with a balanced wording of ideas, and an appropriate level of detail in the topic it addresses.

- The content has no errors or omissions that may confuse or mislead the interpretation of the contents.
- The statements of the content are supported by evidence or logical arguments.
- Information emphasizes key points and the most significant ideas with an appropriate level of detail.
- The cultural differences relating to ethnic groups are represented in a balanced manner.

MOTIVATION

The resource has the potentiality to motivate and generate interest in the subject that is addressed.

- The resource offers a representation of reality-based content, this could be through multimedia, interactivity, humor, drama and / or challenges through games that stimulate student interest.
- It is likely that the student will show more interest in the topic after using the resource.

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PRESENTATION DESIGN

The design of information gives an adequate information, whether the representation is graphic, text, audio, video or audiovisual. The organizational structure of the information facilitates effective identification of elements present in the resource; the text is readable and has clear writing.

- The graphs and tables are correctly labeled and sorted.
- The animations and videos include narrative.
- The various paragraphs are headed with significant titles.
- The writing is clear, concise and error free.
- The color, music, and design are attractive and do not interfere with the objectives proposed in the resource

USABILITY

It refers to the ease of navigation of the content presented in the resource, which is reflected in a predictive interface (intuitive) to the user, and quality of aid resources present in the resource.

- The design of the user interface implicitly informs the user how to interact with the resource.
- The instructions are clear.
- The navigation is easy to use, intuitive and responsive.
- The behavior of the user interface is consistent and predictable (not confusing and free error).

ACCESSIBILITY

The design of controls and presentation of information are tailored for people with disabilities or special needs. It also refers to the flexibility of the resource to be accessed from mobile devices to provide personal consultation through mobile phones, PC tablets or other mobile and personal devices.

- The resource is accessible through special devices allowing its use to users with sensory and motor disabilities;
- The resource can be accessed through mobile devices by providing flexible access from anywhere.

EDUCATIONAL VALUE

The resource is useful to provide learning on the subject it addresses, presents information clearly and accurately, including examples and demonstrations of use of the resource for use in teaching.

- Content is relevant to the subject presented, and is binding with the goals proposed in the resource.
- The resource describes the learning objectives in terms of generation of knowledge, development of skills and / or formation in values and attitudes.
- The author avoids biases in the information presented in the resource, sustains the content presented by including references to various information sources (books, articles, etc.).

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OVERALL RATING

The overall assessment of the resource represents the perception of usefulness in an educational context, so that the evaluation that is carried out represents an appreciation towards its potential use for educational purposes

COMMENTS

Please describe if necessary additional comments.

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