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| **OER Checklist – Step 1** |
| **ACCURACY/QUALITY** |
|  | Is the content—including diagrams, images, and other supplementary material—accurate, error-free, and unbiased? |
|  | Is the information presented and writing clear and understandable? |
|  | Are there any major errors or omissions? |
|  | Has the material been peer reviewed by individuals with credentials in the field? |
|  | Is it written by an expert affiliated with a university or college? |
|  | Are there ancillary resources available to support use of the OER, such as PowerPoint slides, test banks, and student and instructor manuals. |
| **RELEVANCE** |
|  | Is the content up-to-date or is it written and arranged in a way that updates will be easy to make? |
|  | Does the text cover all areas and ideas of the subject appropriately and clearly? |
|  | Does the information address one or more of the class objectives? |
|  | Is the material organized and accessible by audience type (i.e. undergraduate)? |
|  | Is the material written for a Canadian audience or can it be easily adapted? |
|  | Secondly, is it culturally relevant, using examples that are inclusive of a variety of races, ethnicities, and backgrounds? |
| **LICENSING** |
|  | What is the license for the open material? |
|  | Does it allow for modifications or adaptations of the materials? If so, can you modify the resource to better reflect the class objectives or encourage active learning? |
|  | Are there any particular cultural licenses, protocols, or considerations that your particular area of study might require for any adaptations you might make (i.e. Traditional Knowledge)? |
| **ACCESSIBILTY** |
|  | Is the resource available in multiple formats: epub, html, Word Doc, print, or PDF? |
|  | For audio and video resources, is there a transcript or subtitles? |
|  | Does the open resource require registration to access it or is there a fee for use? |
|  | Can it function across multiple operating systems and various browsers? |
| **INTERACTIVITY/TECHNICAL PRODUCTION** |
|  | Is the layout and interface easy to navigate? |
|  | Do the design features enhance learning? |
|  | Are there opportunities for students to test their understanding of the material, i.e. a video with embedded questions, exercises, etc. |
|  | Is the text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course? (Enormous blocks of text without subheadings should be avoided.) |
|  | Are the topics in the text are presented in a logical, clear fashion? |

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| **Available Resources – Step 2** |
| **What resources are available to support your creation, adaptation, or adoption of OER?** | **Adoption** | **Adaptation** | **Creation** |
| Institutional support (i.e. a teaching release) |  | Y | Y |
| Departmental support regarding your use of OER (i.e. willingness to provide a teaching release for an OER adoption or adaptation pilot project) | Y | Y | Y |
| Technical support (i.e. assistance for using a digital publishing platform to create, adapt or adopt an OER) |  | Y | Y |
| Editorial support (copy editing, proof reading) |  | Y | Y |
| Copyright support (assistance with understanding open licensing and how OER material can be used |  | Y | Y |
| Design (to create new images, tables, etc.) |  | Y | Y |
| Project manager (to facilitate process, mainly required for OER adaptations and new creations) |  | Y | Y |

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