

## OER Evaluation and Selection Criteria

This list of criteria is suitable for any type of OER, including an open textbook or individual OER artifacts/objects. This guide is intended for individual faculty or those supporting them. Not all criteria will apply in every case, but the criteria can serve as a general framework for the evaluation and selection process. Depending on the subject or course material you already have, or what you are seeking, one or more of these criteria may be more important or have greater priority.

### Coverage, Context, Comprehensiveness

- Does the content cover the topic(s) being considered?
- Is the context appropriate for the approach to the subject matter?
- Is the content adequate to address the topic/s or issue/s, time-period, perspectives?
- Does it stand on its own, or need additional content in the form of other materials or instructor commentary, etc.?

### Quality, Reliability, Currency

- Is the content clear, well-written, and readable? Is the content accurate, free of biases, errors or mistakes (grammatical, technical, or informational)?
- Is the source reputable or peer-reviewed? Are the authors recognized in their field?
- Is the content current? If not current, is the content still meaningful, relevant, or significant for your course/unit/topic?

### Appropriateness for Course Level, Student Audience, Learning Outcome(s)

- Are the language and the approach appropriate and inclusive of the target audience? (undergraduate or graduate, lower level or upper level, subject major or general audience, etc.)
- Does the content align well with one or more learning outcomes?
- Is the content free of cultural biases and stereotypes? If not, can instructor commentary or other content serve to offset or provide more inclusive perspectives?

### Access, Accessibility, Format

- Is the content easy to access? Is it in a usable format as is? Is the content easy to navigate, save or print?
- Can it be made available for use offline? Can it be downloaded/uploaded independently of the original location?
- Does the content meet accessibility requirements? If not, can one easily make appropriate changes or transform it into another medium, if desired? Consult your institutional standards or the OER Accessibility Toolkit (<https://open.ubc.ca/teach/oer-accessibility-toolkit/>).

### Adaptable, Customizable, Open vs Free-to-Use

- Is it easy to adopt just a portion of the content? Can it meaningfully be combined or assembled with other materials? Does it complement other materials for the course/unit?
- Does the content fit well into the structure of a course assignment(s), activity(ies), etc.? Does the instructor need to make course modifications to accommodate the new content?
- Do the licensing conditions allow for needed modifications? Does the content bear an open (Creative Commons) license, or a statement indicating the terms of use as free or free with conditions? Does it allow for download and reuse (making a copy) or can you only link to it?

### Supplementary or Time-Saving Resources (if preferred or needed)

- Are there student resources like online labs, simulations, images and videos, self-paced practice or assessment activities to support learning?
- Are there accompanying materials such as test banks, homework problems, instructor guides, slides and handouts, case studies, or multimedia content to support instruction?

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