Access

Dimension 1: Learner–Centred

Learners are at the centre of OER design and their prior knowledge and experience are respected as valuable additions to the learning environment.

Evaluating OER against the Access criterion

The Equity Rubric for OER Evaluation gives a resource a high rating for Access if it "provides multimodal access to the content."

The Rubric suggests looking for "materials that can be accessed on multiple devices; materials that can be saved or printed, as well as used in digital formats."

Key Examples and Suggestions

Resource	Description	Link
Enhancing Inclusion, Diversity, Equity and Accessibility (IDEA) in Open Educational Resources (OER) by Nikki Andersen	This brilliant book can be exported in nine formats as well as read online.	[Enhancing IDEA in OER](#)
'Definitions' chapter of *Enhancing IDEA in OER*	The definitions in this chapter are provided in both written and infographic formats.	[Definitions](#)
Trauma Informed Education by Krishnamoorthy, Ayre & Schimke	The use of QR codes throughout this book ensures links are accessible in both the digital and print formats.	[Chapter 1: Helping Traumatized Children Learn](#)

Resource	Description	Link
The Gender–Just Language Education Project by Kris Knisely	This openly–licensed resource is offered in both English and French, affording access to speakers of either language as well as addressing the difficulties of inclusivity encountered in a language (French) that uses binary gendered articles as part of everyday grammar.	[The Gender–Just Language Education Project](#)

Table of key examples and suggestions demonstrating the [Access criterion](#) of the Learner–Centred dimension.

Suggest an Example