

EmpoweredOER Evaluation Quick Check

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.

Evaluation Criteria

- **Access** – Provides multimodal access to the content.
- **Identities** – Makes clear connections to learners’ intersectional identities and lived experiences.
- **Funds of Knowledge** – Leverages learners’ funds of knowledge.
- **Interests** – Meaningfully and authentically connects to learner interests, provides ways for learners to direct their own learning.
- **Voices** – Invites students to be co-creators of the learning experience and have decision making power OR students’ thoughts, attitudes, and actual work is incorporated into the resource in visible ways.
- **Value** – Actively incorporates activities/assignments that have value beyond school.
- **Personalisation** – Encompasses all or most aspects of personalised learning.
- **Meaning Construction** – Facilitates and promotes learners’ ability to create meaning from content.
- **Agency** – Empowers personal challenge, motivation, and agency that facilitates the learning process.

Notes



Critical

OER are critically reviewed, issues are challenged and stereotypes are subverted.

Evaluation Criteria

- **Perspective** – Challenges perspectives within instructional materials.
- **Equity & Inclusion** – Implements measures to resolve issues of equity and inclusion and eliminates barriers to diversity, equity, and inclusion.
- **Narratives** – Uses asset-based narratives.
- **Empathy** – Creates space for learners’ empathetic interactions and practices.
- **Divergence** – Empowers divergent thinking and methods of making meaning of the content.

Notes



Culturally Sustaining

OER challenge historic methods of legitimising academia and recognise and celebrate each learner’s culture, inviting learners to engage with a topic through the richness of their own lens.

Evaluation Criteria

- **Pluralism** – Perpetuates and fosters linguistic, literature, and cultural pluralism for positive social transformation and revitalisation.
- **Intersectionality** – Re-centres educational practices around the languages, literacies, and cultural traditions that students bring into classrooms.
- **Counter-Hegemony** – Challenges the hegemonic “white gaze” through which academic performance has been historically legitimised.
- **Sustainment** – Leverages opportunities for learners to celebrate their own cultures and cultural heritages, as well as the culture and cultural heritage of peers.
- **Connections** – Critically centres around learners’ home and community experiences.

Notes



Universally Designed for Learning

There is no single way of learning. All learners and styles of learning are included and engaged by design.

Evaluation Criteria

- **Engagement** – Activates internalisation options for self-regulation by promoting expectations and beliefs that optimise motivation, personal coping skills self-assessment and reflection.
- **Representation** – Activates internalisation with options for comprehension through the supplying of background knowledge, highlighting of patterns, and relationships.
- **Action & Expression** – Activates internalisation options for guiding appropriate goal-setting, strategy development, and monitoring progress.

Notes
