



## Value

### 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 Value criterion

The Equity Rubric for OER Evaluation gives a resource a high rating for Value if it “actively incorporates activities or assignments that have value beyond school (Wiley’s “renewable assignments”). May involve “publishing” learners’ work for a broader audience than the teacher and classmates.”

The Rubric suggests looking for “assignments that allow students to clearly incorporate their cultures; student-created study guides; products that can be used repeatedly that are relevant to learners’ future career goals.”

### Key Examples and Suggestions

Resource	Description	Link
<i>Hearts and Minds: Mental Health Support for Schools</i> by Morris et al.	Collection of case studies written by UniSQ students for use in the field of mental health intervention and support.	<a href="#">Hearts and Minds</a>
‘Why have students answer questions when they can write them?’ by Dr Rajiv Jhangiani, Vice Provost, Teaching and Learning at Brock University.	This article discusses the benefits of setting the task of students collaboratively creating a test question bank for use by future students, rather than simply answering questions to demonstrate their learning.	<a href="#">Why have students answer questions when they can write them?</a>

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

[Suggest an Example](#)