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Evaluating an Open Educational Resource (OER) Rubric

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Evaluating an Open Educational Resource (OER) Rubric

On a scale of 1-5, grade how your textbook measures against each area of the rubric. (1-weak | 5-superior)

Include a comment as to why such a grade was selected.

Content	Pathways Objectives	1 2 3 4 5
	<p>Does the resource facilitate instructors guiding students to achieve the following objectives/outcomes comprehensively:</p> <ul style="list-style-type: none"> ❖ Identify and apply the fundamental concepts and methods of history while exploring world cultures or global issues ❖ Analyzes culture, globalization, and describes an event or process from more than one point of view. ❖ Analyzes the historical development and globalization of world societies ❖ Analyzes the significance of major movements (wars, revolutions, and ideologies) that have shaped the world's societies ❖ Analyze and discuss the role that race, ethnicity, class, gender, belief, and other forms of social differentiation play in world cultures and societies 	<u>Comments</u>
	Course Objectives	1 2 3 4 5
	<p>Does the resource aid students in achieving the following objectives/outcomes comprehensively:</p> <ul style="list-style-type: none"> ❖ Can analyze the development of the Western World from the end of the Napoleonic Age to the present within the context of global history ❖ Can analyze and discuss the concurrent rise of the Americas, Asia and Africa in relation to the Old World (<i>i.e. Europe</i>) ❖ Identifies important people, events and processes in the history of the modern world. ❖ Evaluates the impact of revolutions and world wars. ❖ Analyzes nationalism and the independence movements. ❖ Explains how the past shapes today's societies and politics 	<u>Comments</u>
Delivery	Dissemination of Material	1 2 3 4 5



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	<ul style="list-style-type: none"> ❖ Is the textbook arranged in chronological or periodic order? <i>i.e. allowing for the scaffolding of material, allowing for students to make connections across societies, allowing for students to make connections as to why societies rise and fall</i> ❖ Is the material disseminated in a concise manner? ❖ Does the textbook come with faculty resources? <i>i.e. syllabus, exams, suggested projects and activities</i> ❖ Is the textbook set up in a mini-lesson format? <i>i.e. has a timeline and objectives listed at the start of each chapter, conclusion or summary of key facts/points at the end, listing of key terms, instructions on where to find additional/support materials (ch. based)</i> ❖ Does the textbook have appropriate visuals and imagery to aid in the dissemination of the material? <i>i.e clips and videos (documentaries or reenactments), timelines, relevant images, chronologically displayed maps</i> ❖ Does the textbook contain additional support activities and exercises? <i>i.e. study tools (flashcards, guided questions, memory games, ect.)</i> ❖ Does the textbook allow students to interact with the material? <i>i.e. ability to highlight or annotate chapters, can hover over a key word for a quick definition</i> 	<u>Comments</u>
Accessibility	<ul style="list-style-type: none"> ❖ Can the textbook be accessed in various formats and on various devices? <i>i.e. PDF or EPUB formats, viewable on laptops and on mobile phones, has an offline accessibility to compensate for internet/wifi issues</i> ❖ Does the OER comply with current ADA accessibility standards? https://drive.google.com/file/d/0B-WunEbbEAKWZ2ZzeTFZa0JadGs/view?usp=sharing 	1 2 3 4 5 <u>Comments</u>

