



## OER Excellence and Impact Award Criteria Guiding Questions

The questions contained in this resource may be used by both nominators and adjudicators to help situate nomination packages within the criteria of the OER Excellence and Impact Award. Not every award nomination is expected to address all aspects of the criteria.

### Excellence in OER Practice

Excellence in OER is defined as a comprehensive commitment to a set of principles and practices that foster access to affordable learning materials through the development, adaptation, and use of OER to replace or supplement paid course materials. It can involve a large range of actions including following accessibility best practices, active student participation in creating and improving the resources, the development of innovative pedagogical strategies facilitated by the use of OER, and ensuring discoverability of the OER by others. It must also include a commitment to enhancing OER through a focus on equity, diversity, and inclusion (EDI) including the integration of diverse perspectives and ways of knowing as related to the field of study. Finally, excellence in OER practice requires commitment to sustained practice by using OER consistently over an extended period of time.

Within the past four academic years, has the nominee:

- Used OER in a UBC credit course to replace all or a portion of paid materials, or to supplement existing resources?
- Created a new OER in their discipline? Have they used an open copyright license, followed accessibility best practices, provided the OER in an open format, and made it discoverable for others to reuse?
- Adapted and improved an existing OER by contributing to the original, such as by adding EDI content or revising for accessibility?
- Used OER in multiple terms over a sustained period of at least two years?
- Engaged in innovative pedagogical strategies enabled through OER?
- Involved students in creating, revising, and disseminating the OER?
- Designed their OER to be usable by all people? In the development and use of the OER, have they followed accessibility best practices and incorporated principles of Universal Design for Learning? Have they had their OER reviewed and tested for accessibility?
- Used language in their OER, and in their use of it, that is accurate, respectful, inclusive, and that reflects the preferred terminology of any groups being discussed?
- Included in their use of OER representations of human diversity in ways that are respectful and do not reinforce stereotypes? Have they included underrepresented people and groups present throughout any OER and not just in specific sections on diversity?
- Included in their OER the perspectives and experiences of local Indigenous nations and people as they relate to the field of study throughout the OER? Have they followed ethical approaches to the collection and use of traditional knowledges such as through engagement with the [First Nations principles of OCAP](#)?
- Highlighted the diversity of knowledges and expertise within and beyond the discipline in accurate, inclusive, and reflective ways throughout the OER and not just in specific sections on throughout the OER and not just in specific sections focused on topics such as Indigeneity or equity and inclusion?
- Incorporated practices informed by open education and/or teaching and learning research, including disciplinary perspectives, in their use of the OER?
- Invited peers who are knowledgeable about the subject matter to review their OER or its teaching and learning use?
- Invited students to review the OER for understanding, comprehensibility, and organization including structure and flow of the material?



## OER Impact

Evidence of OER impact includes a range of metrics including student cost savings and improved learning outcomes generated through the use of OER to supplement or replace paid course materials. OER impact may also include evidence of adoption and use of one's own OER in additional courses by colleagues, instructors, or other educational institutions. Impact may also be expressed through quantifiable indicators that demonstrate leadership in OER excellence through the sharing of OER expertise through presentations, workshops, committee service, and contributions to the open education community. These impacts may also extend to peer collaboration and supporting others' capacity development in OER practice.

The evaluation of OER project impacts will not be measured in terms of overall student numbers but will instead be contextualized by discipline.

Within the past four academic years, has the nominee:

- Provided evidence of an impact on student affordability in the course/courses where the OER is used?
- Evaluated their OER use to show learning impact?
- Worked to facilitate and enable greater adoption and adaptation of their materials by peers in other course settings, such as by developing instructor guides for their OER or presenting in departmental meetings or workshops?
- Contributed to others' OER through peer review and editorial review? Have they served on committees or contributed to the wider open education community?
- Presented their work at conferences? Have they provided mentoring with the goal of helping peers develop capacity and expertise on OER use?
- Documented an exploration of EDI, decolonization, and Indigenization as an ongoing practice related to their field of study and provided evidence of how they applied that work to their OER?
- Gathered evidence of adoption of their OER by other academic institutions or instructors?
- Been influential in leading structural approaches for greater OER use in their department or faculty over time?
- Developed new collaborations or relationships, including with students, affecting change in teaching practices?
- Provided data to evaluate the increase in student engagement through the OER?

For full details about the award, please visit:

<https://open.ubc.ca/oer-award/>

