

Oklahoma Online Excellence Award: Open Education Impact

The Open Education Impact award recognizes an individual or team consisting of full- or part-time faculty/instructor/staff member(s) that generated significant impact to students by the incorporation of open educational resources (OER) or library materials. The individual, team, unit, or division awardee:

- Demonstrates commitment to and the advancement of open education and open pedagogy in the State of Oklahoma.
- Demonstrates an understanding educational barriers for students, and strives to reduce said barriers
- Demonstrates incorporation of inclusive and accessible content with the selected or created materials
- Collaborates with other educators to ensure opportunities for and incorporation of recommendations, critique, and expert knowledge
- Presents evidence of measurable outcomes and impact including student success and reductions of student financial burdens

Criteria	Excellent (4-5)	Average (2-3)	Not Recommended (0-1)	Evidence Suggestions
Course Quality and Instructional Alignment (30%)	<ul style="list-style-type: none"> • Utilizes a variety of engaging, interactive instructional techniques • Enacts formative and summative assessment of learners • Aligns materials fully align with course and unit-level learning objectives • Provides opportunities for student feedback and critique of materials Content is accessible and aligns with best practices for universal design • Incorporates significant culturally responsive and inclusive language, images, and examples 	<ul style="list-style-type: none"> • Develops or adopts instructional materials which align with a majority of course and unit-level learning objectives • Provides occasional opportunities for student feedback and critique of materials • Designs content that is mostly accessible and aligns with best practices for universal design • Incorporates inclusive language, images, and examples when able 	<ul style="list-style-type: none"> • Aligns instructional materials with some course and unit-level learning objectives • Provides few opportunities for student feedback and critique of materials • Attempts to align content with accessibility or UDL standards • Incorporates minimal use of inclusive language, images, and examples 	<ul style="list-style-type: none"> • Documentation providing tangible examples of stated criteria • Letters of support • Student evaluations • Testimonials • Link to or Copy of OER or content used in course
Community Cultivation (30%)	<ul style="list-style-type: none"> • Shares resources consistently, models effective practices, and mentors others • Cultivates and actively engages in internal and external collaborative relationships to: <ol style="list-style-type: none"> incorporate recommendations from previously successful projects test for accessibility gain multiple perspectives 	<ul style="list-style-type: none"> • Shares resources and collaborates with others occasionally • Engages in occasional internal and external partnerships • Continuous improvement through self-study and professional development 	<ul style="list-style-type: none"> • Shares few resources, does not model effective practices, or offer mentorship to others • Does not seek or incorporate recommendations from others • Does not seek professional development or self-study 	<ul style="list-style-type: none"> • Provide tangible evidence of the existence of collaborations and incorporation of advice and recommendations. • Identify the participants in collaborative efforts, their roles, and how each implicitly or explicitly benefits from and cultivated the partnership.

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Innovation (10%)	<ul style="list-style-type: none"> Impacts the community with consistently innovative approaches Demonstration of making unique, engaging, creative, original contributions that meet a proven need Demonstration of innovative approaches to content delivery and promotion of student engagement Incorporates opportunities for students to demonstrate learning in creative ways 	<ul style="list-style-type: none"> Development of one or more innovations that contain some unique, engaging, creative, or original components. 	<ul style="list-style-type: none"> Does not engage in initiatives that are unique, engaging, creative, or original Presents insufficient evidence of individual or team innovation 	<ul style="list-style-type: none"> Provide tangible evidence of innovative, original, or creative methods of incorporating open resources.
Impact (30%)	<ul style="list-style-type: none"> OER or library resource can serve as primary instructional material for one or more courses listed on the statewide transfer matrix Indexed resource on Oklahoma OER Commons Group or another repository OER or library resource supports high impact courses, such as: <ul style="list-style-type: none"> high enrollment general education concurrently offered critical occupation areas Resource benefits underrepresented or under-served populations Faculty-created materials are licensed for adaptations Replacement of high-cost course materials with zero-cost OER or library resources Has been recognized in the institution or discipline for integrating OER or library resource in the design of educational materials 	<ul style="list-style-type: none"> OER or library resource serves as primary or instructional material for one or more transferrable for-credit courses OER or library resource serves as primary instructional material for continuing education or micro-credential program Resource is indexed within a repository Faculty-created materials are available for adaptations 	<ul style="list-style-type: none"> OER or library resource can only be used as a secondary resource in for-credit or continuing education courses Resource is available for fair use but remains under full copyright 	<ul style="list-style-type: none"> Documentation providing evidence of: <ul style="list-style-type: none"> impact of use cost savings open licensing