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 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (4-5)</th>
<th>Average (2-3)</th>
<th>Not Recommended (0-1)</th>
<th>Evidence Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Quality and Instructional Alignment (30%)</td>
<td>- Utilizes a variety of engaging, interactive instructional techniques</td>
<td>- Develops or adopts instructional materials which align with a majority of course and unit-level learning objectives</td>
<td>- Aligns instructional materials with some course and unit-level learning objectives</td>
<td>- Documentation providing tangible examples of stated criteria</td>
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<td>- Enacts formative and summative assessment of learners</td>
<td>- Provides occasional opportunities for student feedback and critique of materials</td>
<td>- Provides few opportunities for student feedback and critique of materials</td>
<td>- Letters of support</td>
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<td>- Aligns materials fully align with course and unit-level learning objectives</td>
<td>- Designs content that is mostly accessible and aligns with best practices for universal design</td>
<td>- Attempts to align content with accessibility or UDL standards</td>
<td>- Student evaluations</td>
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<td>- Provides opportunities for student feedback and critique of materials</td>
<td>- Incorporates inclusive language, images, and examples when able</td>
<td>- Incorporates minimal use of inclusive language, images, and examples</td>
<td>- Testimonials</td>
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<td></td>
<td>Content is accessible and aligns with best practices for universal design</td>
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<td>- Link to or Copy of OER or content used in course</td>
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<td>- Incorporates significant culturally responsive and inclusive language, images, and examples</td>
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<td>Community Cultivation (30%)</td>
<td>- Shares resources consistently, models effective practices, and mentors others</td>
<td>- Shares resources and collaborates with others occasionally</td>
<td>- Shares few resources, does not model effective practices or offer mentorship to others</td>
<td>- Provide tangible evidence of the existence of collaborations and incorporation of advice and recommendations.</td>
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<td>- Cultivates and actively engages in internal and external collaborative relationships to: i) incorporate recommendations from previously successful projects ii) test for accessibility iii) gain multiple perspectives</td>
<td>-Engages in occasional internal and external partnerships</td>
<td>- Does not seek or incorporate recommendations from others</td>
<td>- Identify the participants in collaborative efforts, their roles, and how each implicitly or explicitly benefits from and cultivated the partnership.</td>
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<td>- Continuous improvement through self-study and professional development</td>
<td>- Does not seek professional development or self-study</td>
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| Innovation (10%) | - 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 | - Development of one or more innovations that contain some unique, engaging, creative, or original components.  
- Does not engage in initiatives that are unique, engaging, creative, or original  
- Presents insufficient evidence of individual or team innovation | - Provide tangible evidence of innovative, original, or creative methods of incorporating open resources. |

| Impact (30%) | 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:  
- high enrollment  
- general education  
- concurrently offered  
- critical occupation areas  
- Resource benefits underrepresented or underserved 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 | 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 | 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 |

- Documentation providing evidence of:  
  - impact of use  
  - cost savings  
  - open licensing