



# HOPE Careers Consortium

## OER Technology Review Rubric

**OER**  
**Course:3D**  
**Bench**  
**alignment**  
**learning**  
**objective**

[Click here to enter text.](#)

**Reviewer:**



[Click here to enter text.](#)

### Section 1 – Overall Design

<p><b>Criteria 1.a</b>          Is the course well organized and easy to navigate?</p>	<p><b>Determination</b>          X Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet          X</p>
<p><b>Feedback</b>  <a href="#">Click here to enter text.na</a></p>	

<p><b>Criteria 1.b</b></p>	<p><b>Determination</b></p>
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Is the content made available to students in manageable segments that also seem reasonable? For example: 20 – 25 slide Powerpoints, 15 – 20 minute videos, etc.

Met  Met w/ Res  Unmet

**Feedback**

[Click here to enter text.](#)

**Criteria 1.c**  
Is the name of the course/module AND the HOPE Careers Consortium logo visible throughout the learning experience?

**Determination**  
  Met   Met w/ Res  Unmet

**Feedback:**

[Click here to enter text.](#)

**Criteria 1.d**  
Are the colors, textures, or other aesthetic aspects of the course presented in a manner that do not overpower the content or lessen the learning experience?

**Determination**  
  Met   Met w/ Res  Unmet

**Feedback**

[Click here to enter text.](#)

**Criteria 1.e**  
Is white space effectively used so that course components do not seem cluttered or messy?

**Determination**  
  Met   Met w/ Res  Unmet

**Feedback**

[Click here to enter text.](#)

<b>Criteria 1.f</b> Do images used within the course support the content?	<b>Determination</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet
<b>Feedback</b> <a href="#">Click here to enter text.</a>	

<b>Criteria 1.g</b> Are styles and headings effectively used in the course where appropriate?	<b>Determination</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet
<b>Feedback:</b> <a href="#">Click here to enter text.</a> The socket block attachment video states “tighten to manufactures specs”, but does not show a torque wrench.	

<b>Criteria 1.h</b> Is the assessment or evaluation included in the instructional media design package?	<b>Determination</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<b>Feedback</b> <a href="#">Click here to enter text.</a> The very end of the course was confusing, as it did NOT say “complete” or “finished”. It just said you could proceed to a short quiz and just looked as if the program was thinking.	

## Section 2 – Educational Components

<b>Criteria 2.a</b> Basic course information is provided such as a course description, academic prerequisites, credit availability, etc.	<b>Determination</b> <input checked="" type="checkbox"/> Me <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A <input checked="" type="checkbox"/> t
<b>Feedback</b> <a href="#">Click here to enter text.</a>	

<p><b>Criteria 2.b</b> Is contact information available (email, phone, etc.) for questions regarding the course content?</p>	<p><b>Determination</b>  <input type="checkbox"/> Met    <input type="checkbox"/> xxMet w/ Res    <input type="checkbox"/> Unmet    <input type="checkbox"/> N/A</p>
<p><b>Feedback</b> Click here to enter text.No contact information.</p>	

<p><b>Criteria 2.c</b> Are the learning objectives clearly stated?</p>	<p><b>Determination</b>  <input type="checkbox"/> Met    <input checked="" type="checkbox"/> Met w/ Res    <input type="checkbox"/> Unmet    <input type="checkbox"/> N/A X</p>
<p><b>Feedback</b> Click here to enter text.</p>	

<p><b>Criteria 2.d</b> Does the course content align with the learning objectives?</p>	<p><b>Determination</b>  <input type="checkbox"/> xxMet    <input type="checkbox"/> Met w/ Res    <input type="checkbox"/> Unmet    <input type="checkbox"/> N/A</p>
<p><b>Feedback</b> Click here to enter text.</p>	

<p><b>Criteria 2.e</b> Does the course effectively use forms of diagnostic, formative, and/or summative assessment such as check-your-knowledge questions, surveys, quizzes, etc.</p>	<p><b>Determination</b>  <input type="checkbox"/> xMet    <input type="checkbox"/> Met w/ Res    <input type="checkbox"/> Unmet    <input type="checkbox"/> N/A</p>
<p><b>Feedback</b> Click here to enter text.Except for the very end, where it makes you think that you should click to take another quiz , and it makes you think that you should take another quiz. And, it appears as though the learning objective is stuck trying to get to the next section. When, in reality, it is complete.</p>	

### Section 3 – Accessibility

<b>Criteria 3.a</b> Are directions clearly written and easy to understand?	<b>Determination</b> <input type="checkbox"/> xMe <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A t
<b>Feedback</b> <a href="#">Click here to enter text.</a>	
<b>Criteria 3.b</b> Is the typeface easy to read? (sans serif fonts preferred such as Calibri or Arial)	<b>Determination</b> <input type="checkbox"/> xMe <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A t
<b>Feedback</b> <a href="#">Click here to enter text.</a>	
<b>Criteria 3.c</b> Are audio materials accompanied by a transcript?	<b>Determination</b> <input type="checkbox"/> Met <input type="checkbox"/> xMet w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a> I did not see a full transcript. Only the outline at the beginning.	
<b>Criteria 3.d</b> Are videos and screencasts closed-captioned?	<b>Determination</b> <input type="checkbox"/> xMe <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a>	
<b>Criteria 3.e</b> Are images provided “web-ready”? (i.e. images should be less than 100kb in size unless high resolution is specifically desired).	<b>Determination</b> <input type="checkbox"/> xMe <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A t

**Feedback**

Click here to enter text.

**Criteria 3.f**

Do all .DOCs, .PDFs, HTML pages, and multimedia files pass a checklist inspection using the appropriate Department of Health and Human Services checklist located at <http://www.hhs.gov/web/508/accessiblefiles/index.html>?

**Determination**

xMet  Met w/ Res  Unmet  N/A

**Feedback**

Click here to enter text.

**Section 4 – Effective Use of Technology****Criteria 4.a**

Does the course make effective use of online instructional tools?

**Determination**

Met  Met w/ Res  Unmet  xN/A

**Feedback**

Click here to enter text.

**Criteria 4.b**

Is the course content cross –platform compatible (useable across a variety of devices)? Some examples of cross-platform compatible file types include **.PDFs** for documents, **mp3** for audio, and **mp4** for video.

**Determination**

Met  Met w/ Res  Unmet  xN/A

**Feedback**

[Click here to enter text.](#)

<b>Criteria 4.c</b> Are links created with anchor text that indicate where the link will take the user?	<b>Determination</b> <input type="checkbox"/> xMet <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a>	

<b>Criteria 4.d</b> Are links used effectively to minimize duplicate content online?	<b>Determination</b> <input type="checkbox"/> xMet <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a>	

## Section 5 - Attribution

<b>Criteria 5.a</b> Are TAACCCT USDOL disclaimers properly used throughout the course or module?	<b>Determination</b> <input type="checkbox"/> xMet <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a> I believe they were used in the beginning.	

<b>Criteria 5.b</b> Is the Creative Commons 3.0 license properly used throughout the course or module?	<b>Determination</b> <input type="checkbox"/> xMet <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a> Again, just at the beginning.	

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## Section 6 – Learner Requirements and Expectations

<b>Criteria 6.a</b> Are particular technology needs cited at the beginning of the course? (i.e. if flash is needed to run a learning module, is a link provided to download flash at the beginning of the course?)	<b>Determination</b> <input type="checkbox"/> Me <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> xN/A
<b>Feedback</b> <a href="#">Click here to enter text.</a>	

<b>Criteria 6.b</b> Is reference made to the length of the course and/or how much time it will take a learner to complete?	<b>Determination</b> <input type="checkbox"/> xM <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a>	

## Section 7 – Edited for Errors

<b>Criteria 7.a</b> Are all links functional and up to date?	<b>Determination</b> <input type="checkbox"/> xM <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
<b>Feedback</b> <a href="#">Click here to enter text.</a>	

<b>Criteria 7.b</b> Is spelling and grammar accurate throughout the course or module?	<b>Determination</b> <input type="checkbox"/> xM <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
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## Feedback

Click here to enter text. In the socket attachment block video, it states “tighten to manufactures specifications”, but does not ‘show’ the use of a torque wrench.

### ***Please provide us with any additional feedback you might have about this learning module.***

I thought the learning module on the Trans Tibial Alignment process was very well done and covers all the basics. Which is what is needed at this entry level. I cannot speak to electronic compatibilities, such as, can you do this on an MP3 system. But, the content is very good and I had no issues. The use of animation of such things as a 'T' handled hex wrench, along with the sound effects were not over done, yet added a little something to what could be pretty corny. The videos are clean and show exactly what needs to be done. The voice was also easy to listen to, and not distracting.

The one thing that I added was that there needs to be a button at the end that says that you are either finished or the module is complete. It lead me to believe that I needed to click next and take a quiz that was not there.

I made note in my review the only thing that I saw missing was when the 4 screws were put into the European 4-hole adaptor plate. It said to use locktite and torque the screws. It showed the use of locktite, but only showed Roger's hands snugging/torqueing by hand, or feel. It did not show the use of a torque wrench. And, it should.

The only other thing that we may consider adding is a very brief and generic explanation of why we do the bench alignment. Something like: The socket needs to be over the foot in proper alignment so that the Pt does not fall medially or laterally. The same holds true of the socket being either too far anterior or too far posterior, as the foot would be either behind or in front of the Pt while he/she is trying to stand or walk. Most people walk with a slight toe out and Prosthetic feet function best at 5-7 degrees of toe out. These are the starting points. And we start by setting the foot in 5-7 degrees of toe out. ....Here we are marking the foot for toe out. ...

Otherwise, I think the learning module is really well done.

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