



HOPE Careers Consortium

OER Technology Review Rubric

OER Course: Medical Terminology Reviewer: [REDACTED]

Section 1 – Overall Design

<p>Criteria 1.a Is the course well organized and easy to navigate?</p>	<p>Determination <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
<p>Feedback</p>	

<p>Criteria 1.b 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.</p>	<p>Determination <input type="checkbox"/> Met <input checked="" type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
<p>Feedback <i>I believe it's appropriate but it is an incredible amount of information. Might be too much for some</i></p>	

Criteria 1.c Is the name of the course/module AND the HOPE Careers Consortium logo visible throughout the learning experience?	Determination <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
Feedback	

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 <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
Feedback	

Criteria 1.e Is white space effectively used so that course components do not seem cluttered or messy?	Determination <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
Feedback Click here to enter text.	

Criteria 1.f Do images used within the course support the content?	Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A
Feedback	

Criteria 1.g Are styles and headings effectively used in the course where appropriate?	Determination <input type="checkbox"/> Met <input checked="" type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
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Feedback under the roots/stems section noticed the various section headings were underlined sporadically and not consistently through the entire section respectively.

Criteria 1.h Is the assessment or evaluation included in the instructional media design package?	Determination <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
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Feedback

Section 2 – Educational Components

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

Criteria 2.b Is contact information available (email, phone, etc.) for questions regarding the course content?	Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A
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Feedback

Criteria 2.c Are the learning objectives clearly stated?	Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A
Feedback	

Criteria 2.d Does the course content align with the learning objectives?	Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A
Feedback	

Criteria 2.e Does the course effectively use forms of diagnostic, formative, and/or summative assessment such as check-your-knowledge questions, surveys, quizzes, etc.	Determination <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
Feedback <i>I thought the in-presentation quiz was great</i> <small>Click here to enter text.</small>	

Section 3 – Accessibility

Criteria 3.a Are directions clearly written and easy to understand?	Determination <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A
Feedback <small>Click here to enter text.</small>	

Criteria 3.b

Is the typeface easy to read? (sans serif fonts preferred such as Calibri or Arial)

Determination

Met Met w/ Res Unmet N/A

Feedback**Criteria 3.c**

Are audio materials accompanied by a transcript?

Determination

Met Met w/ Res Unmet N/A

Feedback**Criteria 3.d**

Are videos and screencasts closed-captioned?

Determination

Met Met w/ Res Unmet N/A

Feedback**Criteria 3.e**

Are images provided "web-ready"? (i.e. images should be less than 100kb in size unless high resolution is specifically desired).

Determination

Met Met w/ Res Unmet N/A

Feedback

<p>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?</p>	<p>Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A</p>
<p>Feedback</p>	

Section 4 – Effective Use of Technology

<p>Criteria 4.a Does the course make effective use of online instructional tools?</p>	<p>Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A</p>
<p>Feedback Click here to enter text.</p>	

<p>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.</p>	<p>Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A</p>
<p>Feedback</p>	

Criteria 4.c Are links created with anchor text that indicate where the link will take the user?	Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input checked="" type="checkbox"/> Unmet <input type="checkbox"/> N/A
Feedback The text does not change, it's only underlined, perhaps changing the font color would help it stand out.	

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

Section 5 - Attribution

Criteria 5.a Are TAACCCT USDoL disclaimers properly used throughout the course or module?	Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input checked="" type="checkbox"/> Unmet <input type="checkbox"/> N/A
Feedback I don't think this is met. HOPE logo is the only one and OER is the other one mentioned in addition to the 5 schools. However, I might be misunderstanding this question.	
Criteria 5.b Is the Creative Commons 3.0 license properly used throughout the course or module?	Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A
Feedback	

Section 6 – Learner Requirements and Expectations

<p>Criteria 6.a 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?)</p>	<p>Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A</p>
<p>Feedback</p>	

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

Section 7 – Edited for Errors

<p>Criteria 7.a Are all links functional and up to date?</p>	<p>Determination <input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
<p>Feedback external links yes. Internal links work to take the learner click here to enter text but on the alphabetical slides a "Home" button would be nice to take them back to the initial o/p word slide (#42)</p>	
<p>Criteria 7.b Is spelling and grammar accurate throughout the course or module?</p>	<p>Determination <input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
<p>Feedback Click here to enter text.</p>	

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

- On the slide titled "Medical Terminology Overview" I would suggest + changing "medical practitioner" to "medical professional". I believe professional more accurately encompasses the entire medical team.
- For the orthotic + prosthetic Terms slide I would suggest only having the most current abbreviations. TH instead of AE or at the very least in addition to; same with AK/TF, BE/TR, BK/TT. The later abbreviation is most consistent from a medical terminology perspective as well.