



HOPE Careers Consortium

OER Technology Review Rubric

OER Course: Wheelchair seating and evaluation process

Reviewer: [REDACTED]

Section 1 – Overall Design

Criteria 1.a

Is the course well organized and easy to navigate?

Determination
 Met Met w/Res Unmet N/A

Feedback

Click here to enter text:

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.

Determination
 Met Met w/Res Unmet N/A

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 N/A

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 N/A

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 N/A

Feedback

[Click here to enter text.](#)

Criteria 1.f
Do images used within the course support the content?

Determination
 Met Met w/ Res Unmet N/A

Feedback

[Click here to enter text.](#)

<p>Criteria 1.g Are styles and headings effectively used in the course where appropriate?</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>	

<p>Criteria 1.h Is the assessment or evaluation included in the instructional media design package?</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 I am unsure as to this question as I am interpreting there are 2 in content 1 question quizzes but I would not consider that to be of any value for assessment/evaluation</p>	

Section 2 – Educational Components

<p>Criteria 2.a Basic course information is provided such as a course description, academic prerequisites, credit availability, etc.</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>	

<p>Criteria 2.b Is contact information available (email, phone, etc.) for questions regarding the course content?</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>	

<p>Criteria 2.c</p> <p>Are the learning objectives clearly stated?</p> <p>Feedback</p> <p>Click here to enter text.</p>	<p>Determination</p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
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<p>Criteria 2.d</p> <p>Does the course content align with the learning objectives?</p>	<p>Determination</p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
<p>Feedback</p> <p>I feel there is a lot of depth missing in parts 2 and 3 the information provided is very basic and only touches the surface in my experience however for an individual with no medical knowledge may be an appropriate starting module</p>	

<p>Criteria 2.e</p> <p>Does the course effectively use forms of diagnostic, formative, and/or summative assessment such as check-your-knowledge questions, surveys, quizzes, etc.</p>	<p>Determination</p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
<p>Feedback</p> <p>I did not feel the questions highlighted were very relevant – I would prefer to see a focus more on the collaborative approach rather than who is not part of the process and the term interfacing I have never heard in my 20 years we would call this assembling the product in preparation for the fitting.</p>	

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
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Feedback Click here to enter text.
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Criteria 3.b Is the typeface easy to read? (sans serif fonts preferred such as Calibri or Arial)	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 Click here to enter text.
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Criteria 3.c Are audio materials accompanied by a transcript?	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.
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Criteria 3.d Are videos and screencasts closed-captioned?	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.
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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
 Uncertain on the details but images appeared easily on my mobile phone and laptop

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
 Met 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 N/A

Feedback
 Offers good links to the major manufacturers

<p>Criteria 4.b</p> <p>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>Feedback</p> <p>I trialed on laptop and phone only but worked well</p>	<p>Determination</p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
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<p>Criteria 4.c</p> <p>Are links created with anchor text that indicate where the link will take the user?</p> <p>Feedback</p> <p>Click here to enter text.</p>	<p>Determination</p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
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<p>Criteria 4.d</p> <p>Are links used effectively to minimize duplicate content online?</p> <p>Feedback</p> <p>I believe so by directing users to site rather than duplicate info in course</p>	<p>Determination</p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input type="checkbox"/> N/A</p>
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Section 5 - Attribution

<p>Criteria 5.a</p> <p>Are TAACCT USDol disclaimers properly used throughout the course or module?</p> <p>Feedback</p> <p>Don't know what this means</p>	<p>Determination</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Met w/ Res <input type="checkbox"/> Unmet <input checked="" type="checkbox"/> N/A</p>
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<p>Criteria 5.b</p> <p>Is the Creative Commons 3.0 license properly used throughout the course or module?</p>	<p>Determination</p> <p><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>Don't know what this means _____</p>	

Section 6 – Learner Requirements and Expectations

<p>Criteria 6.a</p> <p>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</p> <p><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>Click here to enter text.</p>	

<p>Criteria 6.b</p> <p>Is reference made to the length of the course and/or how much time it will take a learner to complete?</p>	<p>Determination</p> <p><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>Click here to enter text.</p>	

Section 7 – Edited for Errors

Criteria 7.a Are all links functional and up to date?	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 7.b Is spelling and grammar accurate throughout the course or module?	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.	

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

If the intended audience is someone without prior knowledge then the course does provide a basic overview. I felt section one was very well done. I would perhaps mention that the roles listed are often combined in some form ie the ATP is very often the DME supplier. I also think while it is the patients choice of supplier some mention should be made to the issue of working in network because the patient must choose among the providers insurance allows for if they wish to get coverage and payment. In section two I felt the outline of needs and goals was excellent but the coverage of custom vs off the shelf was lacking. All seating must be fitted and adjusted and customized to the patient. A fully custom system once molded tends to be the one that is what it is from that point forward while a system that is modular and off the shelf can be further modified and changed to adapt to a clients changing needs. I think some more clarity would be helpful if those two slides. I would guess non-medical folk would consider anything besides custom to be a lesser system based on that and I do not feel that to be accurate across the patient population. I think it would be good to understand

clients range from severe support needs to more basic etc... Section 3 I felt was very basic and I would encourage that the team who did the evaluation jointly likewise do the fit. Failure in this often leads to a back and forth as everyone follows up separately and then refers back and forth dragging out the process for the patient to get to the final fit. I liked the education and emphasis on follow up sections as well as the links page as a good starting point – I would perhaps list a disclaimer that these represent only some of the many companies that offer services in this field as there are many other significant companies out there. Hope this helps thx