

# **USG SHARE** **University System of Georgia's Digital** **Instructional Resource Exchange**

## **Evaluation Criteria Checklist** Version 1.1



**USG SHARE**

University System of Georgia's Digital Instructional Resource Exchange

*"Creating A More Educated Georgia"*

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## USG SHARE Evaluation Criteria Checklist

The USG SHARE is an online repository of high-quality course content and resources. Faculty and staff may access and contribute a range of materials. This evaluation criteria checklist is designed for peer-review purposes and as a guideline for contributors to self-evaluate resources.

<b>Reviewer Information</b>			
Include name and contact information of person conducting this review.			
Name:		Institution:	
E-mail:		Phone:	
<b>Date reviewed:</b>			

<b>Learning Resource</b>			
Please provide the following information for this learning resource.			
Title:			
Version:			
URL:			
Type of resource: (See Appendix A)		How will resource be shared?	<input type="checkbox"/> USG Only <input type="checkbox"/> To Public <input type="checkbox"/> SCORE (NOTE: If this resource is contributed to SCORE, you must use the Checklist for Evaluating SREB-SCORE Learning Objects.)

<b>Author/Developer</b>			
List additional author/developer information on the last page of this checklist.			
Name:		Institution:	
E-mail:		Phone:	
Name:		Institution:	
E-mail:		Phone:	
Name:		Institution:	
E-mail:		Phone:	

## Directions

Please become familiar with the learning resource before you begin. As you review the following checklist of eight categories, consider whether the criteria are present, not present, or do not apply. If you determine that the item is irrelevant to the learning resource, place an NA (not applicable) in the comments section. If you do not feel qualified to evaluate the item, indicate so in the comments section. You will also have the opportunity to provide additional comments about each section and overall comments at the end of the checklist.

<b>Section 1: Content Quality</b>			
Is content accurate with appropriate level of detail?			
Does this resource meet the following criteria?	Yes	No	Comments
1. Content is free from errors.			
2. Content is accurate.			
3. Content is current and up to date.			
4. Content is covered in sufficient detail to meet stated learning goals/objectives.			

<b>Section 2: Learning Goals and Objectives</b>			
Are learning goals and objectives clearly stated and consistent with content and activities?			
Does this resource meet the following criteria?	Yes	No	Comments
1. Learning goals/objectives are clearly and explicitly stated.			
2. Learning goals/objectives, content, and learning and evaluation activities are consistent.			

<b>Section 3: Feedback</b>			
Are there opportunities for learner feedback?			
Does this resource meet the following criteria?	Yes	No	Comments
1. Feedback supports positive learning outcomes.			
2. Learners are provided with timely corrective responses and feedback when asked to complete computations, answer questions, or provide information.			
3. Feedback uses language that encourages student learning and effort.			
4. If the object is interactive, it provides feedback for users actions.			

<b>Section 4: Effectiveness</b>			
Does this learning object influence the ability to improve teaching and learning?			
Does this resource meet the following criteria?	Yes	No	Comments
1. The content is relevant to achieve the learning goals.			
2. The object provides engaging learning opportunities.			
3. The object appeals to multiple learning styles with audio, video, images, and text.			
4. The content addresses important, valuable, or educationally significant concepts, models, or skills.			

<b>Section 5: Usability</b>			
Is the design and functionality of the user interface consistent and predictable?			
Does this resource meet the following criteria?	Yes	No	Comments
1. Common elements, navigational buttons, and text are consistently placed.			
2. Directions are clear and concise.			
3. Navigational elements provide a way to play, replay, stop, and control volume.			
4. Hyperlinks, buttons, and hotspots function correctly.			

<b>Section 6: Reusability</b>			
Can the learning content be used in various learning contexts?			
Does this resource meet the following criteria?	Yes	No	Comments
1. Software requirements are identified and are preferably available at no cost.			
2. The learning object contains all the resources necessary to complete the activity and avoids external dependencies.			

<b>Section 7: Accessibility</b>			
Does the design accommodate all learners?			
Does this resource meet the following criteria?	Yes	No	Comments
1. Learning resource conforms to WAI Priority 1 (See Web Content Accessibility Guidelines 1.0 ( <a href="http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/">http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/</a> ))			

<b>Section 8: Intellectual Property and Copyright</b>			
Are rights to contribute the resource and share it to the intended audience clearly stated in the content metadata and/or in the resource?			
Does this resource meet the following criteria?	Yes	No	Comments
1. Permission to use copyrighted materials has been obtained.			
2. Copyright is clearly stated and includes contact information for rights holders.			
3. If the content is developed and owned by the person submitting the resource, then a Creative Commons or similar license is attached.			
4. If the learning resource contains third-party intellectual property which is developed and owned by the submitter's institution or system, and written permission was obtained to publish and share that content in perpetuity, then a copy of the license or permission letter is attached.			
5. If the learning resource contains third-party intellectual property within the public domain, then a justification for attributing the intellectual property to the public domain and the date of development and the person or entity that developed it is attached.			
6. If the learning resource contains third-party intellectual property for which a Creative Commons license or similar model was obtained from the copyright holder, then a copy of the license is attached.			
7. If the learning resource contains third-party intellectual property for which permission was obtained from the copyright holder to publish and share that content in perpetuity, then a copy of the license is attached.			
8. If the learning resource references third-party			

**Section 8: Intellectual Property and Copyright**

Are rights to contribute the resource and share it to the intended audience clearly stated in the content metadata and/or in the resource?

Does this resource meet the following criteria?	Yes	No	Comments
content that does not allow for free sharing, the following are attached in the metadata: <ul style="list-style-type: none"> <li>• a non-reproducible copy of the work (i.e., streaming media, PDF with full protection, or a low-resolution thumbnail image)</li> <li>• complete, current contact information for the copyright holder; and</li> <li>• current costs, terms, and conditions of licensing.</li> </ul>			

**Additional Comments**

Appendix A USG SHARE Learning Resource Types	
Resource Type	Definition
<b>Case Study</b>	An intensive analysis of an individual unit (as a person or community) stressing developmental factors in relation to environment or a scientific study of a specific location or region. <a href="#">[DLESE]</a>
<b>Course</b>	A sequence of instructional units, often a semester long, designed by a teacher (or a faculty or other group of teachers) to advance significantly student skills, knowledge, and habits of mind significantly in a particular discipline and to help students meet specified requirements (as set forth in curricula or district or state policy). <a href="#">[GEM]</a>
<b>Discussion Assignment</b>	An assignment designed to encourage an exchange of ideas or opinions – usually to analyze, clarify, or reach conclusions about issues, questions, or problems. [Adapted from <a href="#">ERIC</a> ]
<b>Exams</b>	Devices, procedures, or sets of items that are used to measure ability, skill, understanding, knowledge, or achievement. <a href="#">[ERIC]</a> Use <i>Exams</i> for exams, quizzes, quiz questions, essays, self-assessment, rubrics, tests, or other types of assessment.
<b>Glossary</b>	A collection of specialized terms and their meanings. <a href="#">[DLESE]</a>
<b>Images</b>	Visual representations other than text. Use for artistic illustrations, maps, photographs, paintings, and graphics. <a href="#">[DLESE]</a>
<b>Instructional Video</b>	This includes video clips, interviews, and movies. <a href="#">[DLESE]</a>
<b>Instructor's Guide</b>	A guide intended for use by educators. <a href="#">[GEM]</a>
<b>Lab Exercise</b>	A laboratory-based task or exercise, often part of a lesson plan or other larger unit of instruction, to help students develop particular skills, knowledge, or habits of mind; usually the goals and outcomes are specific. <a href="#">[DLESE]</a>
<b>Lesson</b>	A learning unit consisting of learning content and objectives that sometimes includes learner assessment. <a href="#">[Erudium Glossary]</a>
<b>Lesson Plan</b>	A plan to help students learn a particular set of skills, knowledge, or habits of mind. A lesson plan often includes student activities as well as teaching ideas, instructional materials, and other resources. It is shorter (in duration) than, and often part of, a unit of instruction; goals and outcomes are focused. <a href="#">[GEM]</a>
<b>Narrative Text</b>	This term is used to describe any type of text-based resource. The text may be an account of events, explain something, provide instructions about how to do something, or attempt to persuade the reader. Adapted from <a href="#">LingualLinks Library</a>
<b>Presentation</b>	A formal presentation of ideas to others. Includes, but is not limited to, PowerPoint slides, audio, or video lectures. <a href="#">[DLESE]</a> Use <i>Narrative Text</i> if the lecture is in text form.
<b>Readings List</b>	A list of written works that accompanies a course, module, unit, or other activity.

<b>Resource Reference URL</b>	These are links that point to instructional resources on the Web.
<b>Simulation</b>	A computer-based representation of real situations or systems. <a href="#">[ERIC]</a>
<b>Study Guide</b>	A guide created to provide students with hints, techniques, or management ideas in a particular area. <a href="#">[GEM]</a>
<b>Syllabus</b>	An outline of courses and modules and their contents. General material describing a course or unit of study. <a href="#">[DLESE]</a>
<b>Tutorial</b>	A resource that provides guided, practical information about a specific subject. <a href="#">[DLESE]</a>

## Vocabulary Sources for Learning Resource Types

Digital Library for Earth System Education [DLESE]:

<http://www.dlese.org/Metadata/adn-item/0.6.50/docs/framework-documentation.htm#184>

ERIC Thesaurus [ERIC]:

[http://www.eric.ed.gov/ERICWebPortal/Home.portal?\\_nfpb=true&\\_pageLabel=Thesaurus&\\_nfls=false](http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=Thesaurus&_nfls=false)

Gateway to Educational Material [GEM]:

<http://www.thegateway.org/about/documentation/gem-controlled-vocabularies/vocabulary-resource-type>

Erudium:

<http://www.erudium.polymtl.ca/html-eng/glossaire.php>



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