

**Criteria Catalogue -
Short Checklist**



This work is part of the Erasmus+ project [EQui-T](#) (ERASMUS-EDU-2022-PEX-TEACH-ACA 101104449)

The ideas presented in this document are a result of the collaboration of the following organisations and people. Lead partner for this document: **University of Granada (Spain)**

Austria

University of Graz - Barbara Gasteiger-Klicpera, Jessica Berger, Annalisa LaFace

PPH Augustinum - Katharina Maitz, Daniela Ender

PH Steiermark - Caroline Breyer, Veronika Ruhry, Stella Schatz

Italy

University of Padova - Sara Santilli, Mehmet Çağlar Akyiğit, Maria Cristina Ginevra, Laura Nota

Norway

University of South-Eastern Norway - Fazilat Siddiq, Anna Therese Steen-Utheim

Spain

University of Granada - Catalina Jiménez Hurtado, Cristina Álvarez de Morales Mercado, Laura Carlucci, Emilia Iglesias Fernández, María Visitación Hurtado Torres, María José Rodríguez Fórtiz, María Luisa Rodríguez Almendros, Rosario Arroyo González, Silvia Martínez Martínez, Antonio Javier Chica Núñez, María Olalla Luque Colmenero, María Asunción Pérez de Zafra Arrufat, Celia Barnés Castaño, Silvia Toribio Camuñas, Vicente Bru García, Carlos Navas Vallejo

Estonia

University of Tallinn - Kairit Tammets, Kristin Parve, Linda Hellene Sillat

The project EQui-T has been funded with support from the European Commission under the Erasmus+ Teacher Academy Programme.



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.

This work is licensed under the Creative Commons Attribution – ShareAlike 4.0 licence



Introduction

The following checklists offer a compact overview of key criteria from the EQui-T Criteria Catalogue to help you quickly evaluate Open Educational Resources (OER) for use in inclusive, technology-enhanced education.

They are organised around four main dimensions:

- 1. Inclusive didactics**
- 2. Technical & Technological Dimension**
- 3. Diversity-sensitivity**
- 4. Accessibility**

You can use the full checklist or focus only on the dimensions most relevant to your work or your students.

The EQui-T Team wishes you good work with your OER!



1. INCLUSIVE DIDACTICS

YES

NO

NOT
APPLICABLE

1. Are the Open Educational Resources (OER) objectives achievable, measurable and relevant?

2. Is the OER customised for all students for optimal learning outcome?

3. Does the OER provide clear instructions for teachers?

4. Is the target group of the OER clarified?

5. Is the OER appropriate for your target group?

6. Is the time needed to complete the OER clarified?

7. If appropriate, do the tasks have answer keys and scoring guidelines included?

8. If necessary to enhance the students' understanding of the content, is the content provided in various formats (texts, graphics, pictures, etc. in the OER)?



2. TECHNICAL & TECHNOLOGICAL DIMENSION

YES

NO

NOT
APPLICABLE

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 1. Have you considered to what extent the technological tools and resources used in the Open Educational Resource (OER) facilitate the achievement of the learning outcomes? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Have you ensured that the technology tools and resources used in the OER support learner participation and active learning? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Have you considered whether all your students (including students with special needs) have access to the technology required to use the OER? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Is the visual design of the user interface clear, intuitive and coherent to facilitate learning (e.g. easy navigation)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Are user options to customise the interface provided (e.g. adjusting background colour and/or font colour to enhance the contrast, readability and usability with different devices)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Have you taken into account all possible security measures (e.g., GDPR) to ensure the security of personal data (e.g. password protection, encryption, secure platforms, or learning management systems)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Did you verify that links to or explanations of technical support are available in the OER? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Have you ensured that the OER is offered under an open licence (e.g., creative commons), allowing free use and that its conditions of use are clearly specified? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Have you ensured that the target audience can find, revise and re-share your OER? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



3. DIVERSITY SENSITIVITY

YES

NO

NOT
APPLICABLE

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 1. Does the visual- or text-based material reflect people with diverse body structures and a variety of physical characteristics? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Was the use of gender stereotypes in text and images of your learning material avoided? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Is the use of sexist language avoided in the OER? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Is the content referring to different genders and using nouns that are not gender specific (e.g. officer instead of policeman)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Are the contributions of men and women equally visible in the learning materials? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Does the material offer questions and/or activities for critical analysis of gender inequalities? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Does the material include examples representing various cultures and traditions to provide intentional possibilities to get to know different cultures? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Is the content formulated in a respectful and appreciative way, free from ideological biases and as objective as possible? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Were images or illustrations that depict diverse and everyday environment used (e.g. that not only imply wealth or privilege)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4.1 TECHNOLOGICAL ACCESSIBILITY

	YES	NO	NOT APPLICABLE
1. Are the materials available in different versions or formats, allowing adaption of font and font size, colours, landscape/portrait format and provide a zoom function?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does the material provide alternative texts and/or audio descriptions, if necessary for your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Are the digital materials usable with assistive technologies (e.g. screen readers, switches, keyboards)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Images, Tables, Graphs: If the materials contain images, is the quality of the images appropriate (e.g. colour, size, resolution, contrast)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Audio & Video: Are audios and videos of high quality (e.g. clear sound, pitch, duration, intensity, tone of voice, low background noise, good pronunciation of the used voice, etc.) and understandable for all students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Websites & Apps: Is it possible for students to check, confirm and, if necessary, correct their information (on websites or in apps)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Websites & Apps: Is the structure and appearance of the material coherent in all documents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educational Games: Is it possible for students to track their progress or do students receive immediate feedback?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.2.1 EASY LANGUAGE

YES NO NOT APPLICABLE

- | | YES | NO | NOT APPLICABLE |
|---|-----------------------|-----------------------|-----------------------|
| 1. Are the sentences short and the vocabulary used simple? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. If acronyms and abbreviations are used, are they explained? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Is a glossary or dictionary for difficult words provided? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Is the text divided into paragraphs presenting only one idea at a time? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Are verbs used in their active form for easy understanding? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Are names used instead of pronouns? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Are numbers written in digits or terms like “millions” or “thousands” used for large numbers? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Are sans-serif fonts and 1.5 spacing applied on the text without any additional font styles to facilitate reading? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Are the images necessary to enhance the understanding of the text? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4.2.2 PICTOGRAMS

	YES	NO	NOT APPLICABLE
1. Are the pictograms presented with an appropriate size, contrast, background, to allow students to properly perceive them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Did you make sure that the pictograms used are available under an open licence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Did you make sure that the pictograms used are from the same system with a similar graphic design?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is the same pictogram used to express the same concept and only this concept throughout the OER in order to avoid ambiguity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is there an explanatory term - bilingual if needed - for too difficult to understand pictograms?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Is the complexity and graphic style of the pictograms appropriate for the age and level of literacy of your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.3.1 AUDIO DESCRIPTION FOR IMAGES

YES NO NOT APPLICABLE

<p>1. Does the audio description mention the type of resource being described, such as photos, drawings, illustrations, diagrams or maps? Are decorative elements (not decisive for the understanding) marked as decorative?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>2. Does the AD include a description of the most representative visual information so that the listener can understand the image? Are there details provided that clarify the when, where, who, what, and how (e.g., order of elements: top to bottom, left to right) of the image, including additional information supporting understanding such as peoples' emotional states, without adding opinions or subjective interpretations?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>3. Are there music or sound effects added to create a context and atmosphere?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>4. Did you consult someone with experience to review and correct the AD script to ensure quality?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>5. If there is text in the image: is this text read out?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>6. Is the vocabulary matched to the age, comprehension level and cognitive abilities of the intended audience? Are short and clear sentences used and is the vocabulary easy to understand?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>7. Are complex concepts explained in a simple way, embedded in the context?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>8. Is the tone of voice warm and friendly and appropriate for the content? Do the rhythm and modulation enhance understanding?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.3.2 AUDIO DESCRIPTION FOR VIDEOS

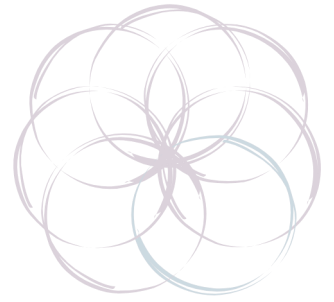
	YES	NO	NOT APPLICABLE
1. Is there a description of what's most important such as the when, where, who (including unique traits that help distinguish between characters and, most importantly, characters' names), what, and how?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Are actions and emotions explained and is context provided for the ones that are hard to infer from dialogue or sound, like facial expressions, gestures, or colours that hold significance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Are transitions between scenes introduced using simple phrases like: "Now we're in..." or "Next, we see..."?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Are texts shown in the video read out loud?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are descriptions presented in an engaging, encouraging and motivating way (if appropriate)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are complex and unfamiliar concepts explained in a simple way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is the vocabulary matched to the age, comprehension level and cognitive abilities of the intended audience? Are short and clear sentences used and is the vocabulary easy to understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.4.1 SUBTITLING

	YES	NO	NOT APPLICABLE
1. Are captions provided for deaf and hard of hearing students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is the contrast of the subtitles/captions with the background high enough?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does the entry and exit-time coincide with the sound information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Are the captions provided in legible font types (e.g., Calibri or Arial)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are the captions between 37 and 42 characters per line?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are numbers and symbols written in the correct form (e.g., ten sheep, 10 €)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is less important information eliminated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Are different protagonists/persons clearly identified?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Is contextual information provided in the appropriate way? e.g. [french accent] or (FRENCH ACCENT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Are sound elements and music described?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.4.2 SIGN LANGUAGE

	YES	NO	NOT APPLICABLE
1. Have you informed your audience about the sign language used?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is the translation in sign language carefully synchronised with the video content, especially in case of fingerspelling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Did you hire a professional translator, or conduct user testing to evaluate the quality of the translation provided?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is the interpreter framed from the waist up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is the video of the interpreter clearly displayed and available in full-screen format?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Is the quality of lightning of the interpreter's video good?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is there enough contrast between interpreter and background, and interpreter and clothing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Is the content and the translation adequate to the target group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



European Quality Development System for Inclusive Education and Teacher Training



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.