

Review Guide:

Making Ripples: A Guidebook to Challenge Status Quo in OER Creation

Please read through sections below, and use this as a reference as you complete your review. If you have any questions, email the project lead, Kaitlin Schilling, at [kaitlin \[at\] rebus \[dot\] foundation](mailto:kaitlin@rebus.foundation).

About This OER

This OER seeks to encourage readers to educate and self-reflect on topics discussed, in hopes that this learning will be applied on OER creation projects to create equitable and inclusive resources. We also hope lessons learned will go beyond higher education — because genuine, intentional, and impactful equity work begins at the individual level. It is our hope that the learning opportunities in this OER will enable ripple effects to enact positive change outside of the academy.

It has been structured into 6 sections, with each containing reflection questions (coloured in a blue colour, because blue is associated with open spaces, imagination, sensitivity, and inspiration) and action plans (coloured in orange, as orange is associated with optimism, energy, enthusiasm, and creativity) to take away from the reading. We start with talking about the Purpose of creating OER and how to create OER with equity in mind. Talking about the purpose of OER leads us into the story of our own OER first, but provides us an opportunity to pause and reflect on storytelling more generally, from what stories we tell, how we tell them, and how that impacts student learning. After considering how we tell stories, we invite you to reflect on your pedagogical values and methods - and align them with equitable practices to have a positive impact on student learning. The Practices chapter goes into things we as educators can do to advocate for equitable education outside of the classroom, leading us into the Education & Beyond chapter - how to apply these concepts & strategies beyond the academy, thus creating ripple effects to enact positive change in the world.

Audience

Primary audience: Intended for use by a wide array of roles within education with Canada and the United States, including (but not limited to): instructional designers, curriculum developers, administrators (provosts, VPs, and presidents), faculty/instructors, librarians, library staff, teaching & learning, disability/access services coordinators.

Secondary audiences: wider range of community organizations, readers in similar roles outside Canada and the US, and other interested parties

Feedback

Reviewers will be asked to provide a review of 2-3 chapters of the book. OR
Reviewers may self-select to review all 6 chapters (approximately 30 pages total).

Project Specific Question	Notes
What was your overall impression of the guide?	
Does the full guide make sense as a whole? Do chapters flow well? Are they well organized, and is the structure similar throughout? Is the design of the guide simple? Is it easy to understand and navigate?	
What are the strengths of this guide?	
Are concepts presented in the right order for understanding? Is the information that is included accurate?	
Does this content instill curiosity through reflective questioning and tangible action items? Do sections provide tangible examples and takeaway actions for readers? If yes, please provide examples.	

Was there anything you learned from the guide? If so, what did you learn?	
Do you believe this resource is ready for publication? Why or why not?	

Compassionate Reviewing

When leaving feedback, please be conscious of your language and tone and remember that the content you are critiquing is the product of many hours of concerted labour. Keep your criticism constructive, and avoid using derogatory phrases, or making personal remarks about the author. As a courtesy to the author or editor, avoid using abbreviations or short forms of words when providing feedback. Doing so ensures that your feedback remains clear and easy to understand for everyone.

If you run into any issues during this process, please contact the project lead.

Deadline

Reviewers will have the first three weeks of March 2023 to review.

Compensation

As your time and input is valuable, in addition to a \$150 stipend, reviewers will be credited in the book upon release.

Recognition for Reviewers

As your time and input is valuable, in addition to a \$150 stipend, reviewers will be credited in the book upon release.

References

Review rubric. Open Textbook Library. (n.d.). <https://open.umn.edu/opentextbooks/reviews/rubric>

Bates, T. (2015, June 25). Guidelines for reviewing an open textbook.

<https://www.tonybates.ca/2015/06/24/guidelines-for-reviewing-an-open-textbook/>



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