DELILA Criteria for evaluating information literacy and digital literacy OERs

The following criteria were devised in conjunction with the RIN Information Handling group who were drafting criteria for evaluating information literacy training. The criteria have been adapted to evaluate OERs. The form includes prompts under each of the headings. The Kirkpatrick model of evaluation informed the structure of evaluation criteria into three keys areas which relate to the first three levels of impact outlined by Kirkpatrick in relation to training events: immediate reaction; perceived learning and behavioural change . Specific questions and notes for the evaluator are included under each section.

Please note any thoughts or comments in the form below to help us evaluate and improve our OERs. Please fill out part 1, and parts 2 and 3 if you are familiar with the frameworks mentioned.

Your name: ……XXXX……………………………………………………………………..

Contact email: ……XXXX…………………………………………………………..

Name of OER: ……Preparing and Quoting References Using the Harvard System…..

Unique number of OER: ……819…………………………………………………………..

1. **Immediate reaction to the resources (in terms of accessibility, layout, intuitiveness, coherence as a package)**

    a) *Is the resource specific and practical?*

Resource is very clearly presented and very comprehensive. It fully addresses its purpose as a guide on the subject. The only suggestion I have is that the electronic resources section be updated to include social networking sources such as blogs, Tweets and podcasts.

    b) *Reusability: can the resource be adapted to suit others needs?*

Resource can be very easily adapted by swapping examples to suit interpretation of Harvard style at your institution.

    c) *Is the resource accessible and structured logically?*

Yes. A user with a visual impairment may require an audio version or a large print version if being presented the guide in class. One other picky comment is that the title uses Times Roman font whereas sans serif fonts are recommended for accessibility.

2. **What will students be able to learn?**

    a) *Relevancy: is the resource relevant?*

Referencing is a key IL related skill, clearly linked to 7 seven pillars. The resource is excellent as a guide to accompany other class materials or something to point to for further reference at the end. I'm not sure how easy it would be for students to actually use it in a teaching session due to its length but having said that, sections could be referred to. Perhaps a cut down version presenting key points which references this more comprehensive guide would be helpful.

      b) *Does the resource clearly reflect competencies in the UK PSF and SCONUL Seven Pillars and / or the FutureLab Model of Digital Literacy?*

Addresses item 2 of the professional values in the PSF and the Manage & Present Pillars

      c) *Is the resource based on need?*

See above

      d) *Does the resource reflect demand?*

We have a similar guide at Cardiff which is enormously popular. It's used as a guide in the library and in teaching sessions. It's been used in training sessions with PGCE students.

3. **How will resources impact on students' skills development in information and digital literacy and how could these resources be integrated into existing courses?**

      a) *Has the resource been effective?*

Not evaluated in practice

      b) *Has the resource been beneficial?*

      c) *How can the resource be integrated into existing courses?*

It could be incorporated into referencing sessions for PGCE students as we have done here. I'm not aware that our in-house lecturers' teacher training course (PCUTL) covers referencing but this may be the case in other Universities. Lecturers on such courses could also re-use the resource with their students.