Centre of Excellence in Teacher Education

RAP Curation Rubric to Assess the Pedagogical Potential of Open Educational Resources (OER) for use on Interactive Flat Panel (IFP) Devices in Schools Version 1. (short name: RAP-OER-IFP Curation Rubric V1)

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Abstract:
The RAP Curation Rubric provides a comprehensive framework to assess the pedagogical potential of Open Educational Resources (OER) for use on the Interactive Flat Panel (IFP) devices in schools. Drawing on research literature the framework offers 15 indicators across three parameters - *relevance*, *affordance* and *pedagogical practice* - that need to be considered while reviewing OER/digital resources with a view to curate and select those that can be used meaningfully by teachers on IFP devices in the classroom, in order to involve students actively, give them opportunities to engage and be active in the learning process and interact with each other and the teacher, thereby enhance the quality of classroom processes and overall pedagogy to promote higher order thinking. Curriculum teams or teachers could use this rubric as an evaluation checklist to review and select OER and create activities, lesson plans and pedagogical strategies to conduct teaching experiments with IFP.

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RAP Curation Rubric
to Assess the Pedagogical Potential of Open Educational Resources (OERs) for use on Interactive Flat Panel (IFP) Devices in Schools Version 1. (short name: RAP-OER-IFP Curation Rubric V1)

1. Guiding Question

What are the considerations to be kept in mind while reviewing open educational resources/digital resources with a view to curate and select those that can be used meaningfully by teachers on Interactive Flat Panel Devices in classrooms, in order to enhance the quality of interactions and overall pedagogy?

2. The RAP Framework

In alignment with the vision of quality in curriculum and pedagogy as articulated in the NCF 2005 (NCERT, 2005) and in the NEP 2020 (MoE, 2020) the RAP framework for the rubric draws on experiences of designing educational resources, curating open educational resources (OER) and researching and documenting field experiences:

1. COOL-OER curation rubric (CETE, 2020)
2. 8-Affordances framework for digital educational resources (UNESCO-MGIEP, 2019)
3. Universal Design for Learning Guidelines (CAST, 2018)
4. PACC model: types of technology use for learning (Charania, 2018)

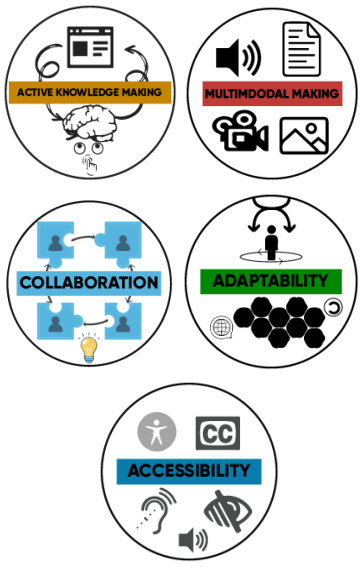
Three parameters guide the framework to assess the educational features and pedagogical affordances of the resource under consideration:

R. Relevance: appropriateness of resources to specific social, geographical, linguistic context and curricular alignment.

A. Affordance: unique features and characteristics of digital technology and resources that provide certain possibilities for teaching and learning which could potentially lead to new/innovative opportunities for learning.

P. Pedagogical practice: Integration and harnessing of the affordances of technology enabled educational resources should facilitate and/or engender innovative pedagogical practices with an ultimate aim to **empower teachers and learners**. Therefore, while reviewing resources it is important to evaluate what kind of pedagogy do the technology tools and resources lend themselves to.

3. The RAP Rubric

Table 1: Relevance-Affordance-Pedagocial Practice rubric for OER curation to meaningfully harness the pedagogical potential of interactive flat panel in schools (03 parameters and 15 indicators)	
Parameters	**Indicators**
Relevance appropriateness of resources to specific social, geographical, linguistic context and curricular alignment.	1. Language 2. Curricular alignment 3. Subject category 4. Grade alignment 5. Appropriateness to social and geographical context
Affordance unique features and characteristics of digital technology and resources that provide certain possibilities for teaching and learning which could potentially lead to new/innovative opportunities for learning and pedagogical practices. 	1. Active Knowledge Making: The resource allows engagement and interactivity features/controls so that the learners can **actively interact** and **manipulate** the resource exercising the learner **agency** in a **microworld** like environment. 2. Multimodal Meaning Making: The resource provides **multiple means of knowledge representation** such as audio-visual, multi-dimensional views, multiple-formats which will in turn provide multiple means of **Engagement** and **Action & Expression**. 3. Collaboration: The resource expressly fosters or provides features for collaboration, sharing and co-construction of knowledge. 4. Adaptability: The resource lends itself to be easily remixed and adapted so that it can be used in a different context setting. a. Modularity (ability of a resource to be broken in smaller activities and repurposed) b. Provide options for Language & Symbols 5. Accessibility & inclusion: The resource offers features that allow access even in low-tech contexts and by all learners including persons with disabilities. a. License: Should be available under an Open License (such as Creative Commons, GPL, MIT) or be free to use forever. b. Interoperability: Ability to use on any device, operating system and browser. c. Availability: Online, offline, both. d. Accessibility features such as text and colour adjustment, screen reader, keyboard and audio input.

Pedagogical practice Integration and harnessing of the affordances of technology enabled educational resources should facilitate and/or engender innovative pedagogical practices with an ultimate aim to **empower teachers and learners**. Therefore, while reviewing resources it is important to evaluate what kind of pedagogy do the technology tools and resources lend themselves to.	1. Provides explanation: that has pedagogical value in terms of stimulation, conceptual clarity, knowledge deepening. Example: Teacher explaining an abstract concept with visuals; teacher showing an educational video 2. Enables active interaction: that helps in active knowledge making, higher order thinking and multiple ways of engagement. Example: Using simulations or games in class, hands on activities, question & answers, group work etc. 3. Provides opportunities for creation: opportunities for knowledge construction through authentic learning activities. Example: Possibilities of creating a story, building a project or an artefact. 4. Fosters student/peer group communication: ability to articulate, share and collaborate with a wider community. Example: Students leading a discussion or making presentations to the class. 5. Enables inclusion: practices that create safe space and inclusive experience for all learners by taking into consideration learning, social and gender differences and disabilities. Example: Low threshold high ceiling tasks or tools such as spreadsheets which allows simple to complex activities.

4. Using this Rubric

Curriculum teams or teachers could use this rubric as an evaluation checklist for reviewing and selecting OER and other digital educational resources and create notes, activities, lesson plans and pedagogical strategies to conduct teaching experiments with IFP. Teachers are encouraged to add/adapt more indicators keeping in mind their school/classroom context.

The template below (Table 2) will help in selecting and curating resources and mapping them to the curriculum. While mapping the resources and activities every aspect of a chapter/topic need not be covered. Suitable resources that can enhance the learning experience and leverage IFP features may be curated.

Table 2: Template for OER Curation based on the RAP rubric

Name of Resource:
Website/URL:
Learning Objective(s):

Metadata

1. Subject:
2. Grade:
3. Curricular alignment: <Textbook, chapter Number and topic>
4. Skills or competencies:
5. Language:
6. Availability: <online, offline, both>
7. Accessibility: <text and colour adjustment, screen readers, keyboard input, audio input>
8. Compatibility: <device, operating system, browser>
9. License: <open license, free, any limitations>
10. Appropriateness to the social & geographical context: <>

Affordance of the resource:
[Select at least one and explain what pedagogical affordances the resource offers to teach with the IFP]

1. Active Knowledge Making:
2. Multimodal Meaning Making:
3. Collaboration:
4. Adaptability:
5. Accessibility & inclusion:

Activities & Teaching Strategies:

Teacher note on pedagogical practices:
[Select at least one and explain how the curated resource enhances the learning experience]

1. Provides explanation:
2. Enables active interaction:
3. Provides opportunities for creation:
4. Fosters student/peer group communication:
5. Enables inclusion:

Additional Resources: <link>

Curator(s):
Date of Curation:

5. References

CAST. (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

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