# Evaluation Criteria & Scales

To help evaluate lesson proposals for the [IMLS Open Science Lessons for Librarians](https://ucla-imls-open-sci.info/) grant, we authored these evaluation criteria for your feedback. These criteria are designed to assess components of open science education, and we value your input for improvements.

The following pages outline the 6 proposed candidate criteria, each with a definition, example, and suggest using **a binary 0 (No) or 1 (Yes), one continuous ranking scale from 0 (low) to 2 (high), and another continuous ranking scale from 1 (low) to 5 (high).**

**As a guiding principle throughout the criteria, we want to ensure that the proposals use open tools and open-sourced material.**

### Conflict of Interest (COI)

* If you believe there is a conflict of interest regarding this proposal, please mark this column and refrain from rating it. Additionally, briefly describe the nature of the conflict in the "Notes" column.

### Diversity and Inclusion

GOALS: We aim to promote open educational materials that reflect and respect the diversity of the global community. We also aim to support equitable access and incorporate diverse perspectives to enhance our lessons' academic quality and relevance.

* Is this author from an underrepresented group? (Pre-Rated by UCLA according to information collected)
  + Underrepresented group means people belonging to certain racial or ethnic minorities, such as African Americans, Hispanic Americans, Indigenous people, or Asian American.
  + 1 (Yes)
  + 0 (No)
* Is this author or author group from an underrepresented institution? (Pre-Rated by UCLA according to information collected)
  + An underrepresented institution refers to an educational or other organizational entity that serves a population that is traditionally underrepresented in certain areas of academia, professional fields, or broader societal platforms, such as Minority-Serving Institutions, Community Colleges, Schools in Economically Disadvantaged Areas, Women’s Colleges, Vocational and Technical Institutions in Underprivileged Areas, Institutions in Rural or Remote Areas, or Schools with a High Percentage of Immigrant or Refugee Students.
  + 1 (Yes)
  + 0 (No)
* Is the content aimed at an underrepresented audience?
  + Refers to a segment of the population that receives less attention, representation, or service in various spheres such as media, marketing, entertainment, politics, and business compared to the mainstream or majority groups, such as Ethnic and Racial Minorities, LGBTQ+ Community, People with Disabilities, Elderly Population, Low-Income or Economically Disadvantaged Groups, or Rural Communities.
  + 1 (Yes)
  + 0 (No)
* Does the content promote practices that further diversity and inclusion?
  + 0 (Low):The lesson does not show consideration for diversity and inclusion.
  + 1 (Middle): The lesson demonstrates some efforts to promote diversity and inclusion.
  + 2 (High): The lesson strongly promotes diversity and inclusion, including content that reflects diverse perspectives, and elevating voices and perspectives from underrepresented communities.

### Alignment with [open science principles](https://docs.google.com/document/d/1K6lIPyA4jz_j-3qzjQdvesS43xwqs54xyHtgZP7jIZ4/edit?usp=sharing)

* Definition: The extent to which the lesson content aligns with open science principles and practices.
* Example: Incorporating FAIR and CARE data principles and discussing open-access publishing[[1]](#footnote-0).
* 1 (Low): Poor alignment with open science principles and practices
* 5 (High): Strong alignment with open science principles and practices

### Clarity of learning objectives

* Definition: How well the learning objectives are defined, communicated, measurable, and achievable. See the Collaborative Lesson Development Training chapter on [Defining Lesson Objectives](https://carpentries.github.io/lesson-development-training/05-objectives.html).
* Example: Clearly stating the learning outcomes and breaking down complex concepts into manageable tasks.
* 1 (Low): Learning objectives are unclear, unmeasurable, or unachievable
* 5 (High): Learning objectives are specific, measurable, attainable, relevant, and time-bound, with various appropriate assessments.

### Suitability of content for the target audience

* Definition: Appropriateness of the lesson content for the intended audience, considering their background and needs.
* Example: Tailoring the content for early career researchers or librarians with varying degrees of familiarity with open science.
* 1 (Low): Content is not suitable for the target audience
* 5 (High): Content is highly suitable for the target audience

### Integration with existing initiatives

* Definition: The extent to which the lesson connects with and complements existing open science initiatives and programs.
* Example: Linking the lesson content to existing resources like NASA TOPS[[2]](#footnote-1), Library Carpentry, FAIR data principle[[3]](#footnote-2), or Data Curation Primers[[4]](#footnote-3).
* 1 (Low): Lesson has minimal integration with existing initiatives
* 5 (High): The lesson has strong integration with existing initiatives

The review committee should evaluate lesson proposals using this outline and the ranking scale provided for each criterion. The scores for each criterion can be tallied to determine the overall quality and suitability of the proposed lesson, ensuring that it meets the highest standards for promoting open science practices and supporting the target audience. The lesson proposals have been anonymized for fairness.

1. There are some criteria outlined here <https://datascience.codata.org/articles/10.5334/dsj-2020-043> including how CARE overlaps with FAIR [↑](#footnote-ref-0)
2. <https://nasa.github.io/Transform-to-Open-Science/> [↑](#footnote-ref-1)
3. <https://www.gofair.us/fair-principles> [↑](#footnote-ref-2)
4. [https://datacurationnetwork.org/outputs/data-curation-primers](https://datacurationnetwork.org/outputs/data-curation-primers/) [↑](#footnote-ref-3)