# Framework for Reviewing Inclusion, Diversity, Equity and Accessibility (IDEA) in Open Educational Resources (OER)

This framework is a practical starting point for creating new open educational resources (OER) and assessing and editing OER for inclusion, diversity, equity and accessibility (IDEA). Each section notes a broad category to assess. The aim is to meet the requirements listed. The “Actions and Considerations” columns offers areas to assess, tips, and examples that will help meet the need.

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| **Element** | **Aims** | **Actions and Considerations** |
| **Diverse and Inclusive Imagery** | * Illustrations and photos are reflective of diverse populations, and the intersectionality and context of the depiction are considered.
* Imagery does not perpetuate stereotypes.
 | * Assess the number of images and illustrations and the individuals and populations represented therein. Are all populations equitably represented throughout the resource? Assess the role, depiction, connotation, expressions of authority, and purpose of the people represented in the image. Are any stereotypes perpetuated? Does the background or setting of the image indicate anything negative?
* Include images of people in a variety of actions where the context of the image does not relate to their identity. For example, showing a person in a wheelchair can be included in images not directly related to disability.
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| **Example Names** | * Ensure that people’s names used in examples, exercises, and scenarios represent various countries of origin, ethnicities, genders, and races.
* Ensure that names with particular ethnic or origin associations are portrayed properly; avoid negative comparisons or stereotypes associated with particular national origins or ethnicities.
 | * Consider the diversity and representation overall on a quantitative and qualitative basis.
* Consider and seek other opinions – whether names are indicative of a particular race, ethnicity or national origin associated with negative concepts.
* Diversify names used in case studies and learning scenarios.
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| **Inclusive Language** | * Use gender-inclusive language.
* Use a diverse representation of pronouns, including gender-neutral pronouns such as them and they.
* Ensure that all references to people, groups, populations, categories, conditions, and disabilities use the appropriate verbiage and do not contain any derogatory, colloquial, inappropriate, or otherwise incorrect language.
* For historical uses that should remain in place, consider adding context, such as “a widely used term at the time.” Ensure that quotations or paraphrases using outdated terms are attributed, contextualised, and limited.
 | * Do not assume the gender of a person so as not to misgender them.
* If needed, explicitly state what pronouns an individual uses.
* Identify any outmoded or incorrect terminology and suggest the correct replacement or re-framing.
* For historical references, if needed insert context, attribution, and/or quotations.
* Since terminology changes on a regular basis, and acceptability is not universal, do your best to identify and use the best terminology at the time.
* Pay attention to connotations and make sure that stereotypes are not perpetuated. If in doubt, ask for another opinion.
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| **Researchers and References** | * Recognise key contributors from all backgrounds, and ensure real-world examples are diverse.
* When historical figures in a field lack diversity, balance their contributions with more current and diverse contributors.
* Determine if referenced papers or data have been sourced from diverse authors, researchers, and organisations.
 | * Assess key contributors in the field. If lacking, seek diversity in the key contributors.
* Include examples of and references to historically underrepresented groups such as women contributors to Science, Technology, Engineering and Medicine (STEM), where women are underrepresented despite their significant contributions.
* Where key/historical figures are not diverse, include current, more diverse researchers/figures for balance.
* Avoid isolating diverse contributors to specific sections – i.e., “multicultural impacts on Psychology.”
* Where diversity is perceptible, suggest more diverse references, papers, and data sources.
* If you include less formal, in-text mentions of specific researchers or studies, these should be as diverse as possible.
* Include a citation diversity statement or a statement of positionality.
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| **Diverse Examples and Balanced Perspectives** | * Ensure that diverse contexts are included, and that all examples are comprehensible by everyone, while being sure to avoid stereotypes.
* Represent issues relevant to diverse populations, and ensure that we are not avoiding or underestimating the impacts on diverse populations. Examples include social problems, health issues, political issues, business practices, economic conditions, and so on.
* Most discipline experts will defer to the academic viewpoint of any key concept, but they should consider alternative points of view.
* Consider intersectionality while being aware of ethnocentrism and how this may impact your own biases.
 | * Review, and potentially have students review, problems and exercises, considering their context and inclusivity.
* Review terminology, contexts, and situations presented in problems/applications to ensure that they are comprehensible by all populations.
* Write and use examples that include diverse people, organisations, geographies, and situations.
* Avoid negative stereotypes or sensitive subjects in problems and applications unless the subject matter demands it.
* For each topic/concept, consider the perspective of all populations in relation to controversies, arguments, alternate points, and so on.
* Suggest additions to expose a varied point of view and widen the context for students.
* Avoid characterisations that lead to generalisation – e.g. “rural communities tend to support gun rights.” If a generalisation like that must be stated, provide more context, such as why, and include any counterpoints from “within” that generalisation.
* Make no assumptions about prior knowledge, especially from different subjects/cultural contexts. Even very common cultural elements such as Disney characters, pop music, or popular game shows are not universal.
* Engage a sensitivity reader to review your text if you are writing about cultures or situations outside your lived experience.
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| **Appropriate Terminology and Inclusive Metadata**  | * Credit all contributors, reviewers, editors and translators.
* Ensure that all references to people, groups, populations, categories, conditions, and disabilities use the appropriate verbiage and do not contain any derogatory, colloquial, inappropriate, or otherwise incorrect language.
* For historical uses that should remain in place, consider adding context, such as “a widely used term at the time.” Ensure that quotations or paraphrases using outdated terms are attributed, contextualised, and limited.
* While the content itself is the primary element to consider, the back matter and other metadata, such as an index, keywords, abstract or subject headings do signal priorities and importance; they can show how important a particular topic/issue is. Without creating any superficial or misleading sense of coverage, consider the relevance and connection of these elements in relation to inclusivity.
* Ensure reusability and revisability of content.
 | * Credit all contributors, reviewers, editors and translators.
* Identify any outmoded or incorrect terminology and suggest the correct replacement or re-framing.
* For historical references, if needed insert context, attribution, and/or quotations.
* Since and terminology changes on a regular basis, and acceptability is not universal, do your best to identify and use the best terminology at the time.
* Analyse index/keyword lists and identify core terms that are not represented or highlighted.
* Consider adding keywords that specifically highlight issues important to underrepresented groups.
* Ensure others can download editable files of your OER.
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| **Accessibility, Usability and Universal Design for Learning** | * Ensure OER meets institutional and national guidelines or standards for accessibility.
* Apply Universal Design for Learning (UDL) Principles in OER creation and open pedagogy.
 | * Undertake accessibility assessments and usability testing.
* Include accessibility information on OER.
* Think about UDL, usability, and accessibility early on in your process.
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| **Anti-Racist and Inclusive Open Pedagogy** | * Create a safe learning environment for students where they have agency over content creation.
* Do not 'other' students.
* Understand anti-racist pedagogy and trauma-informed practice.
 | * Ask students for their input on the inclusivity of your resources.
* Acknowledge privilege, bias and systems of oppression.
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This framework is adapted from [OpenStax’s](https://openstax.org/) [Improving Representation and Diversity in OER Materials](https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/OpenStax_Representation_and_Diversity_Development_Guidelines_June2020_n4g3Dj3.pdf), licensed under a [Creative Commons International Attribution 4.0 Licence](https://creativecommons.org/licenses/by/4.0/?ref=chooser-v1), and the [Framework for Reviewing Equity, Diversity, and Inclusion in Open Educational Resources](https://docs.google.com/document/d/1FVYrpqXTOVPcfbyhpqpdi-VH1c-sJwEJh0OLkpiFEqI/edit) by Rachel Arteaga and Mandeep Grewal which licensed under a [Creative Commons International Attribution 4.0 Licence](https://creativecommons.org/licenses/by/4.0/?ref=chooser-v1).

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