The OER Learning Architect exhibits best practices in OERs by effectively accomplishing the following dimensions:	The OER Learning Architect badge validates that the earner has demonstrated an understanding of how Open Educational Resources (OERs) can enhance student learning, support diverse learning needs, and promote collaboration. The individual can work to achieve a common goal of enhancing educational experiences through using OERs effectively. They can communicate essential ideas and strategies around OERs to support diverse learning needs and foster collaborative educational environments.			
	Activities/Exercises/ Outcomes/Indicators/Evidence	**Developing**	**Competent**	**Accomplished**
Recognizing (Resource Selection)	Has successfully earned the OER Advocate badge.	They have not yet completed the OER Advocate program, so they cannot earn this badge.	The OER Advocate program has been successfully completed, demonstrating a competent grasp of OER principles and concepts.	Completed the OER Advocate program and applied the concepts in innovative or leadership roles, showing an advanced and accomplished understanding of OER.
Accepting (Curriculum Alignment)	Submit your course syllabus via Blackboard, demonstrating how you have integrated Open Educational Resources (OERs) into your curriculum. Your syllabus should reflect a comprehensive alignment with OER principles, showcasing how you have utilized various OER formats to enhance student learning, support diverse learning needs, and foster collaboration.	**OER Integration**: Includes only one type of OER, with limited connection to course objectives. **Pedagogical Value**: Minimal explanation of the educational value of OERs; lacks depth. **Student Learning Enhancement**: OERs used are not clearly tailored to different learning needs or styles. **Collaboration Promotion**: Few or no collaborative activities using OERs; limited engagement. **Overall Coherence and Quality**: Syllabus is basic, with minimal organization and clarity in OER integration.	**OER Integration**: Incorporates a variety of OER formats, well-mapped to course objectives. **Pedagogical Value**: Clearly articulates the educational value of chosen OERs, aligning with learning outcomes. **Student Learning Enhancement**: Demonstrates consideration of diverse learning styles and needs through OER choices. **Collaboration Promotion**: Includes collaborative activities/projects that effectively use OERs. **Overall Coherence and Quality**: Syllabus is well-organized, presenting a clear and purposeful integration of OERs.	**OER Integration**: Exhibits a sophisticated and diverse range of OER formats, deeply integrated into the curriculum. **Pedagogical Value**: Provides insightful and comprehensive explanations of OERs' educational value, showing innovative alignment with course goals. **Student Learning Enhancement**: OERs are expertly tailored to a wide range of learning styles and needs, enhancing the overall learning experience. **Collaboration Promotion**: Syllabus features innovative and engaging collaborative activities using OERs, fostering high levels of student interaction and teamwork. **Overall Coherence and Quality**: Exceptionally well-organized and articulated syllabus, with seamless and innovative OER integration.

Adapting (Assessment & Accessibility and Inclusivity)	**Activity: OER Adaptation Project** **Objective**: To adapt an existing OER to enhance its suitability for diverse student needs, focusing on assessment, accessibility, and inclusivity.	**Effectiveness of Accessibility Improvements**: Basic accessibility features are included, but some elements are not fully accessible. **Inclusivity**: Some effort is made to include diverse perspectives, but the material could benefit from more comprehensive representation. **Assessment Adaptation**: Assessment methods show an attempt at diversification, but alignment with adapted content and learning objectives is weak. **Quality of Reflection**: Reflection shows basic understanding but lacks depth in analyzing the impact of changes.	**Effectiveness of Accessibility Improvements**: Most materials are accessible, with clear attention to accommodating various disabilities. **Inclusivity**: Material demonstrates a strong effort to be culturally sensitive and diverse in representation. **Assessment Adaptation**: Assessments are varied and mostly aligned with the adapted content and learning objectives. **Quality of Reflection**: Provides a clear rationale for changes, showing a good understanding of accessibility and inclusivity.	**Effectiveness of Accessibility Improvements**: All materials are fully accessible, with innovative approaches to improving accessibility. **Inclusivity**: Material exemplifies inclusivity, offering various perspectives and catering to diverse learning needs. **Assessment Adaptation**: Assessments are creatively adapted, perfectly aligned with learning objectives and inclusive practices. **Quality of Reflection**: Reflection is insightful, demonstrating a deep understanding of the impact of adaptations on learning.
Exploring (Instructional Design)	**Activity: OER Instructional Design Challenge** **Objective**: To assess a professor's competency in exploring OERs from an instructional design perspective, focusing on their ability to adapt and remix OERs to address specific learning needs and goals, and to seek innovative ways to integrate OERs into their teaching practices.	**Quality of OER Selection**: Chooses basic OERs with limited relevance or diversity. **Innovative Instructional Design**: Shows minimal creativity; adaptations are basic and lack innovation. **Alignment with Learning Objectives**: Some alignment, but not thoroughly connected to learning objectives or diverse needs. **Engagement and Interaction**: Limited engagement strategies; activities are conventional with minimal student interaction. **Quality of Implementation Plan**: The Plan lacks detail or clear strategies. **Depth of Reflection**: Reflection lacks depth; rationale for choices is poorly articulated.	**Quality of OER Selection**: Select relevant and varied OERs appropriate for the topic. **Innovative Instructional Design**: Demonstrates good creativity in adaptation and remixing of OERs. **Alignment with Learning Objectives**: Clear alignment with learning objectives; addresses a range of learning styles and needs. **Engagement and Interaction**: Incorporates engaging activities that promote student participation. **Quality of Implementation Plan**: Well-structured plan with clear strategies for integration and assessment. **Depth of Reflection**: Provides clear rationale for choices; shows a good understanding of instructional design principles.	**Quality of OER Selection**: Excellently selects highly relevant, diverse, and innovative OERs. **Innovative Instructional Design**: Shows exceptional creativity and innovation in adapting and remixing OERs. **Alignment with Learning Objectives**: Demonstrates advanced alignment, thoroughly addressing diverse learning needs and styles. **Engagement and Interaction**: Designs highly engaging and interactive activities fostering significant student participation and active learning. **Quality of Implementation Plan**: Comprehensive and highly feasible plan with innovative strategies for OER integration. **Depth of Reflection**: Reflection is insightful and detailed, demonstrating a deep understanding of innovative instructional design.

| Advancing (Collaboration) | Activity: OER Collaboration and Leadership Video Demonstration Objective: To assess a professor's competence in advancing OERs for collaboration, focusing on their ability to contribute to the OER community, serve as a mentor, and demonstrate leadership in OER integration. | Quality of OER Project: The OER project shows basic innovation has limited impact on learning. Effectiveness of Video Demonstration: Video communicates basic ideas; moderate quality in production. Presentation Skills: Presentation is understandable but lacks engagement. Mentorship and Leadership: Minimal evidence of mentorship; limited leadership in OER integration. Documentation of Presentations: The report is basic, lacking detailed documentation. | Quality of OER Project: The OER project is innovative and clearly impacts learning. Effectiveness of Video Demonstration: Video effectively communicates the project's value and good production quality. Presentation Skills: Clear and engaging presentation; ideas are well communicated. Mentorship and Leadership: Good evidence of mentoring and leadership in OER. Documentation of Presentations: Comprehensive report with clear links to video content. | Quality of OER Project: The OER project demonstrates high innovation and significantly impacts learning. Effectiveness of Video Demonstration: Video is highly effective in communication and has excellent production quality. Presentation Skills: Exceptionally clear, engaging, and inspiring presentation style. Mentorship and Leadership: Strong evidence of mentorship and exemplary leadership in OER integration. Documentation of Presentations: Detailed and thorough report, perfectly aligned with the video demonstration. |

Lyublinskaya, I., & Kaplon-Schilis, A. (2022). Analysis of Differences in the Levels of TPACK: Unpacking Performance Indicators in the TPACK Levels Rubric. Education Sciences, 12(2), 79. https://doi.org/10.3390/educsci12020079