

Call for Proposals: Open Education Stimulation Fund 2025

Rubric for evaluation criteria

	0 point	1 point	2 points	3 points
Relevance	<ul style="list-style-type: none"> - No problem definition present. - Unclear project benefits to the TUD educational community. 	<ul style="list-style-type: none"> - Existing problem definition but not fully clear. - Link to open education is present, but its benefits and value to the TUD educational community are unclear. 	<ul style="list-style-type: none"> - Problem definition is clearly defined, and it connects to one or more of the values of open education: accessibility, equity, inclusion, diversity. - Clear value to the TUD educational community. 	<ul style="list-style-type: none"> - Problem definition is clearly defined, and it connects to one or more of the values of open education: accessibility, equity, inclusion, diversity. - Needs of key stakeholders are considered in the problem definition. - Clear value to the TUD educational community.
Originality	<ul style="list-style-type: none"> - No innovative or novel approach to education is proposed. 	<ul style="list-style-type: none"> - The project proposes the replication of novel educational approaches. - The educational environment of the applicants and/or key stakeholders are not considered in the way these approaches are designed and implemented. - The novelty is not focused on open education. 	<ul style="list-style-type: none"> - The project proposes a novel educational approach proposed, or existing practices are combined in a novel way. - The educational environment of key stakeholders are considered in the way these approaches are designed and meant to be implemented. - The novelty is not focused on open education. 	<ul style="list-style-type: none"> - The project proposes a novel approach to implementing the values of accessibility, equity, inclusion and diversity in education. - One or more of these value are also considered in the project management and execution. - The educational environment of key stakeholders are considered in the way these approaches are designed and meant to be implemented.
Feasibility	<p>One or less of the following points are addressed in the proposal:</p> <ul style="list-style-type: none"> - Clear timeline - Resources, expertise and infrastructure required - Stakeholders for successful project implementation - Potential risks are anticipated and solutions are proposed. 	<p>Two of the four following points are addressed in the proposal:</p> <ul style="list-style-type: none"> - Clear timeline - Resources, expertise and infrastructure required - Stakeholders for successful project implementation - Potential risks are anticipated and solutions are proposed. 	<p>Three of the four following points are addressed in the proposal:</p> <ul style="list-style-type: none"> - Clear timeline - Resources, expertise and infrastructure required - Stakeholders for successful project implementation - Potential risks are anticipated and solutions are proposed. 	<p>All four of the following points are addressed in the proposal:</p> <ul style="list-style-type: none"> - Clear timeline - Resources, expertise and infrastructure required - Stakeholders for successful project implementation - Potential risks are anticipated and solutions are proposed.

<p>Impact</p>	<ul style="list-style-type: none"> - The proposal does not address the potential impact of the project 	<ul style="list-style-type: none"> - Impact is considered from a short-term perspective. - The community and/or stakeholders who benefit from the project are considered, with considerations for the precise impact of the project on these community/stakeholders. - Insufficient evidence (facts) is provided in support of the impact assessment. 	<ul style="list-style-type: none"> - Impact is considered both from a short and long-term perspective. - The community and/or stakeholders who benefit from the project are clearly defined, with the precise impact of the project on these community/stakeholders. - The impact assessment is well supported by evidence (facts). 	<ul style="list-style-type: none"> - Impact is considered both from a short and long-term perspective. - The community and/or stakeholders who benefit from the project are clearly defined, with the precise impact of the project on these community/stakeholders. - Sustainability is considered, or justification is given why sustainability is not a relevant factor for the project. - The impact assessment is well supported by evidence (facts).
<p>Collaboration</p>	<ul style="list-style-type: none"> - The project does not mention any partnerships or collaboration with students or other departments/faculties. - The proposal does not mention including diverse perspectives. 	<ul style="list-style-type: none"> - The project mentions partnerships with students or other departments/faculties, but their role/involvement is limited. - The project describes potential partners that could use the results of the project. - The proposal mentions including diverse perspectives in a limited manner. 	<ul style="list-style-type: none"> - The project is a collaboration between teachers and students, or between teachers from different departments/faculties. - The project describes how the results will be applied broadly within TUD campus education and/or outside of TUD. - The project development includes diverse perspectives from various stakeholders. 	<p style="text-align: center;">-</p>