

# Open Textbooks for Curriculum Change and Student Co-Creation

## Workshop 1: Introduction to open textbooks for social justice



UNESCO CHAIR  
IN OPEN EDUCATION  
AND SOCIAL JUSTICE



# Workshop outline

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**Part 1:** Welcome and introductions

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**Part 2:** Open textbooks and the other opens

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**Part 3:** Open textbooks and social justice

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**Part 4:** Social justice drivers for open textbook production ([Activity 1](#))

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**Part 5:** Open pedagogy ([Activity 2](#))

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**Part 6:** Discussion

# By the end of this workshop you will have a sense of...

- Injustices in and around the classroom related to teaching and learning materials
- Values you take into your teaching
- Aspects of open pedagogy
- Barriers to and challenges of open pedagogy

## In the course of this session ...

You will be building the foundation of a model for your context. Use this template to capture details relating to your context as we progress: <https://bit.ly/3ClO8Cv>

## In workshop 2, we will...

- Examine collaborative approaches to open textbook authorship, quality assurance and production (with a focus on student co-creation)
- Identify which approaches could work best in your context and construct models for implementation

Bring your workshop 1 notes and reflections!

# Welcome and introductions

# The Digital Open Textbooks for Development initiative

Three-year (2018-2021) research, advocacy and implementation initiative, following in wake of Research on Open Educational Resources for Development (ROER4D) and other CILT open education initiatives (since 2007).



**Dr Glenda Cox**  
Principal Investigator



**Bianca Masuku**  
Researcher

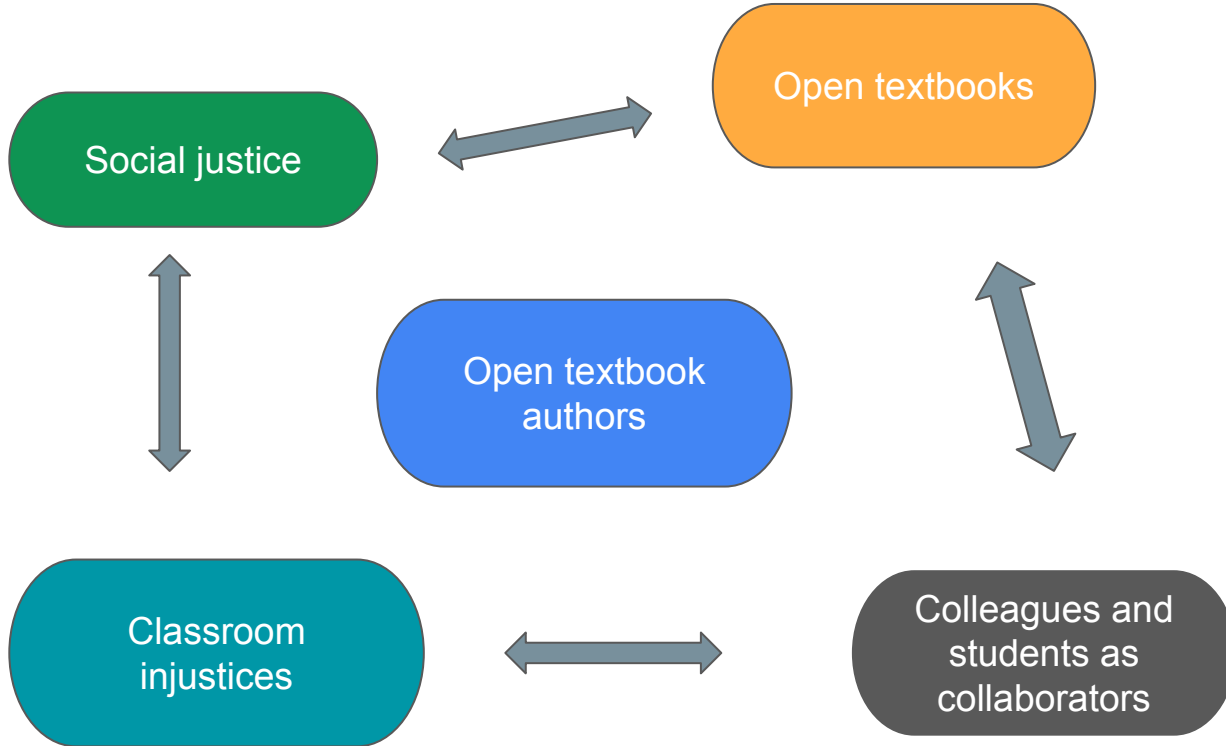


**Michelle Willmers**  
Publishing &  
Implementation  
Manager

## DOT4D objective

**To contribute to improving *inclusion* in South African higher education by addressing equitable access to relevant learning resources.**

**> Backdrop of widening inequity, exacerbating crisis in access and representation**



# The rise of student-centred approaches to teaching and learning

## Students as co-creators of teaching approaches, course design, and curricula: Implications for academic developers

Article in *International Journal for Academic Development* · June 2011

DOI: 10.1080/1360144X.2011.568690

CITATIONS

470

3 authors:



Catherine Bovill

The University of Edinburgh

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# Open textbooks (and the other 'opens')

**Open data**



**Open source**



**Open education**

Open education resources  
> **Open textbooks**  
Open education practices  
Open pedagogy  
Open learning design



**Open scholarship**



**Open methodology**

**Open access**



**Open peer review**



Image: Adapted from  
Caterina Penoni  
<https://bit.ly/3Jx6C4g>

# Fundamentals of open scholarship



- Community driven
- Value driven (“for the good”)
- Open licensing
- Attribution
- Pride of authorship approach (scholarly “footprint”, recognition and accountability beyond academia)

# Creative Commons licensing

**Creative Commons** is an **internationally recognised** and **legally enforced** licensing framework for intellectual property that **works alongside copyright law**. By applying CC licenses to any copyrighted work, a rightsholder can preemptively waive any or all of the exclusive rights codified in the copyright law of that country. Any “work of authorship” is **automatically** placed under copyright protection once it is made tangible. Licensing makes it possible to share intellectual property in the manner that the rightsholder sees fit.

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# CREATIVE COMMONS LICENSES



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✓	✓	✗	✓	✓
✓	✓	✗	✓	✗
✓	✓	✗	✗	✓



You can redistribute (copy, publish, display, communicate, etc.)



You have to attribute the original work



You can use the work commercially



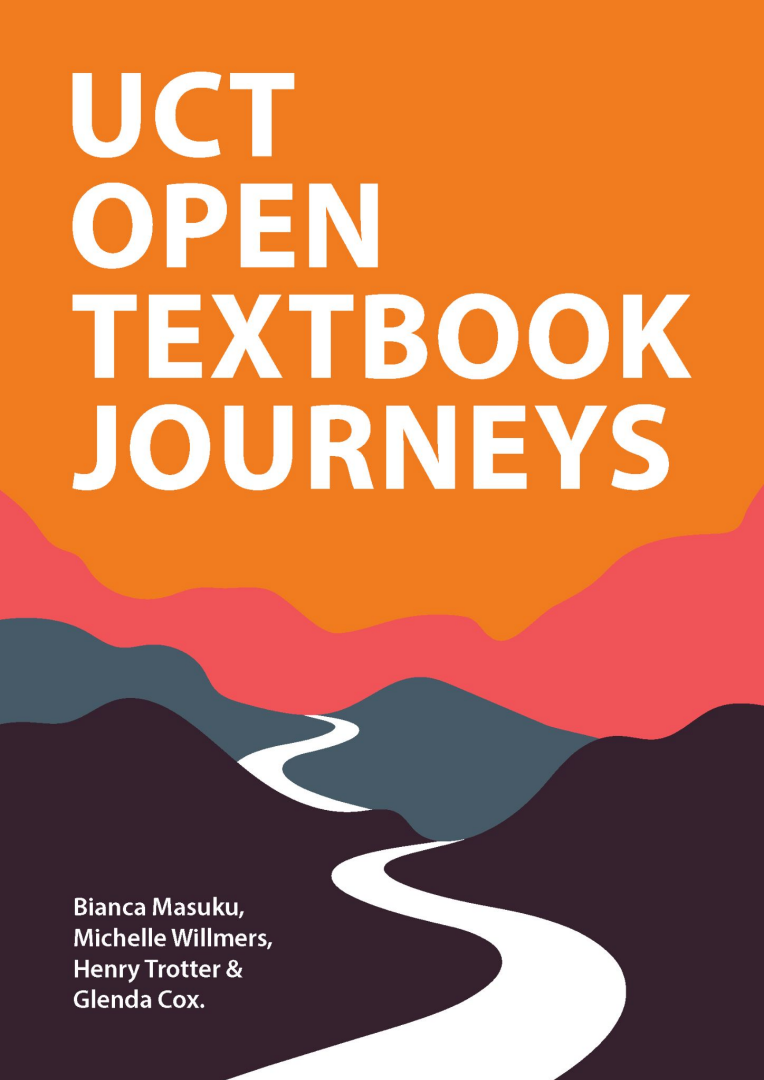
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# UCT OPEN TEXTBOOK JOURNEYS

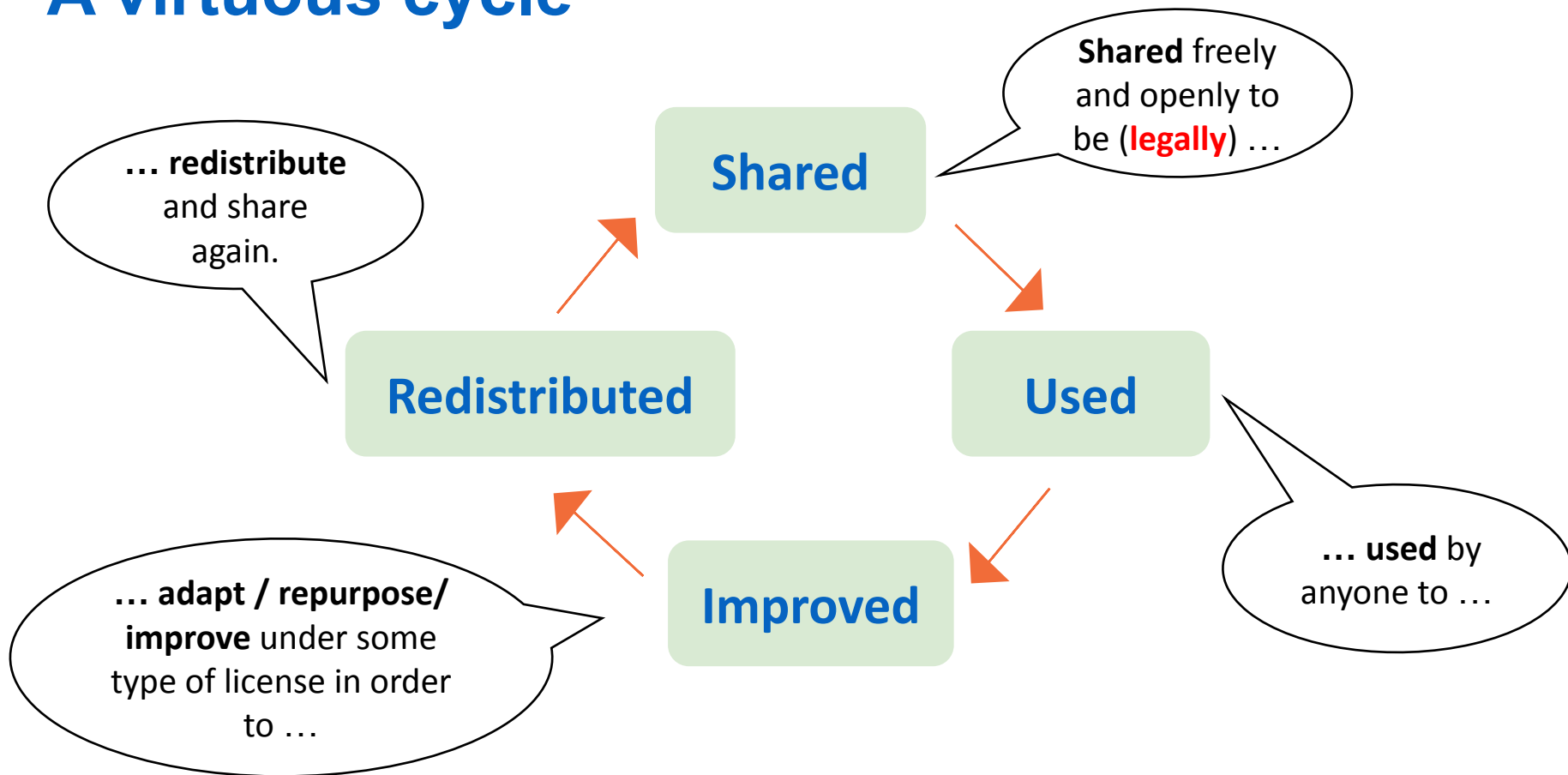


Bianca Masuku,  
Michelle Willmers,  
Henry Trotter &  
Glenda Cox.

Read about the journeys these academics went on in developing their open textbooks; including their motivations, challenges, insights around working with students and sustainability factors.

<https://openbooks.uct.ac.za/uct/catalog/book/37>

# “A virtuous cycle”



# Key features of open textbooks for social justice

- Digital, freely available collections of scaffolded teaching and learning content
- published under an open licence
- with affordances for integrated multimedia and third-party content
- published via platforms and in formats that provide affordances for content delivery on a range of devices, print and low bandwidth access strategies
- through **collaborative, inclusive authorship, quality assurance and publishing approaches**
- that can be leveraged in **sustainable models of open textbook production for social justice and transformation.**

**Open textbooks > Collaboration > Inclusion >  
Social justice > Sustainability**

# Copyright considerations in open textbook production

1. You might be able to legally reuse certain kinds of copyrighted content in your classroom, but not in an open textbook.
2. Creative Commons licences are critical for reaching beyond your LMS / institutional learning platform.
3. Paying attention to copy “rights” of other authors (attribution) is critical when using third-party content.

*“the pride of authorship model, attribution and open licensing enable the virtuous cycle”*

# Where to find them: OER collections and repositories



[Home](#)

[Educational Resources](#)

[CPD](#)

[Academic programmes](#)

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[Links](#)



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VETERINARY  
PORTAL (AFRIVIP)**  
**Veterinary Open Education Resources**  
Uniquely African context

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[UCT Open Content Finder](#)

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[OERu](#)

[Open Learn](#)

[Open Textbook Library](#)

[OpenStax](#)

[Orange Grove OER Repository](#)

[Saylor Academy Open Textbooks](#)

**The growing universe of  
open source publishing  
tools and platforms...**

# Mind the Gap

A Landscape Analysis of Open Source Publishing Tools and Platforms

John W Maxwell, Erik Hanson, Leena Desai, Carmen Tiampo, Kim O'Donnell, Avvai  
Ketheeswaran, Melody Sun, Emma Walter, Ellen Michelle

Simon Fraser University

*July 2019*

<https://mindthegap.pubpub.org/>

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Public Knowledge Project > Open Monograph Press

## Open Monograph Press

Open Monograph Press is an open source software platform for managing and publishing scholarly books. It can be used for managing the editorial workflow required to see monographs, edited volumes and, scholarly editions through internal and external review, editing, cataloguing, production, and publication. OMP can operate, as well, as a press website with catalog, distribution, and sales capacities.

<https://pkp.sfu.ca/omp/>



# PreTeXt

Write Once, Read Anywhere

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Documentation

Newsletters

## About

An uncomplicated XML vocabulary for authors of research articles, textbooks, and monographs.

The best of DocBook, LaTeX, and HTML.

Outputs: print, PDF, web, EPUB, Jupyter Notebooks, ...

(Before June 2017, PreTeXt was called “MathBook XML”, so many of those references remain.)

<https://pretextbook.org/>

# Omeka Classic

Omeka Classic is a web publishing platform for sharing digital collections and creating media-rich online exhibits.

[Download v3.0.1](#)

<https://omeka.org/classic/>



# What are people making with Manifold?



Athabasca University Press uses Manifold to deliver their growing catalog of **open access books**.

California Digital Library is publishing medical texts with **animated resources**.

The City University of New York publishes scholarly **student editions** of historical texts for classroom use.

Affordable Learning Georgia is publishing open access **textbooks** to replace commercial options.

# Open textbooks and social justice

# Social Justice



# Open Education

- Economic equity
- Cultural diversity
- Political inclusion

- Open/free
- Transformative
- Collaborative
- Multiple voices/power dynamics

# Unpacking social justice

**Social justice** is a concept that requires the organisation of social arrangements that make it possible for **everyone to participate equally in society**.

Fraser (2005) considers social justice as “**participatory parity**” in **economic**, **cultural** and **political** dimension

(Cox, Masuku & Willmers, 2020)



# Social Justice as participatory parity (Fraser)

## Economic

- Material resources
- Maldistribution and redistribution

## Cultural

- Cultural attributes
- Misrecognition and recognition

## Political

- Political voice
- Mis/representation mis/framing

- > **Participatory parity looks at the *what*, *who* and *how* of social justice**
- > Justice in each dimension can be remedied through **affirmative** or **transformative** responses.

(Thanks to Susan Gredley)

# Overcoming injustices: Affirmative or transformative

Fraser identifies two types of strategies to overcome injustice: ***affirmative*** strategies, which include activities aimed at ameliorating the scope or intensity of a particular injustice; and ***transformative*** strategies, which seek to address the root cause of an injustice.

## Drivers/motivation

## Social justice dimension (Fraser, 2005)

## The role of the open textbook

Affordable access

**Economic  
(maldistribution of  
resources)**

**Saving students money**

Multilingualism

**Cultural  
(misrecognition)**

**Terminology in Chemistry and  
Statistics translated into local  
languages with the help of students**

Curriculum change

**Cultural (misrecognition  
of culture and identities)  
&  
Political  
(misrepresentation or  
exclusion of voice)**

**Inclusion of local cases and examples,  
making textbooks relevant**

**Collaboration with colleagues and  
students (empowering and giving voice)**

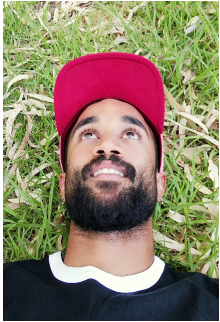
Pedagogical  
innovation

**Political  
(misrepresentation or  
exclusion of voice)**

***Two examples of changing  
'classroom' practice to deliberately  
include students as content creators***

# **Social justice drivers for open textbook production**

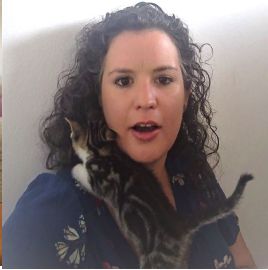
# UCT open textbook authors in the DOT4D study



[Kensleyrao Apajee](#)  
**Mechanical Engineering**



[Chris Barnett](#) & [Cesarina Edmonds-Smith](#)  
**Chemistry**



[Stella Papanicolaou](#)  
**Architecture**



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**Orthopaedic Surgery**

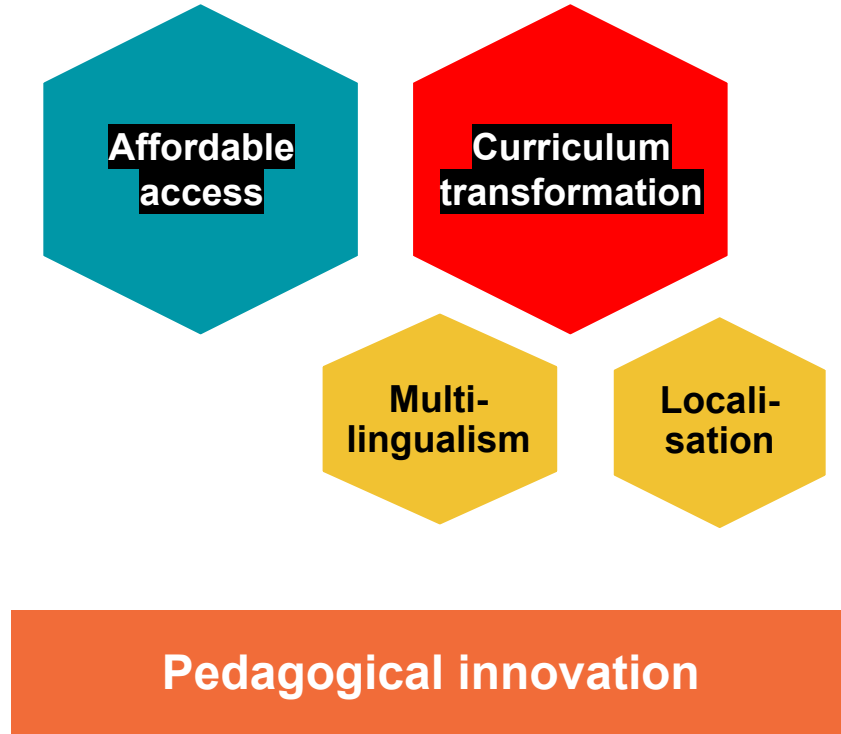


[Dr Claire Blackman](#)  
**Mathematics**

# What are some of the injustices you see in your classroom?

- Lack of access to relevant, affordable teaching and learning materials
- Disparity in educational background, resulting in a lack of digital literacy and a skills gap between secondary and tertiary education
- Scheduling of late classes excluding students who have to travel far distances
- Second- or third-language English speakers receiving instruction in English
- Social dynamics, self-confidence or lack of confidence (personality traits)
- Social stress: anxiety and depression
- Social and cultural disparities between students and lecturers
- Cultural dynamics perpetuating white, patriarchal, heteronormative ideals and the exclusion of historically marginalised voices

# Social justice drivers for open textbook production at UCT



# Activity 1

1. What are some of the injustices that you see in your classroom?
2. What would drive you to create an open textbook?

Link to Jamboard:

<https://jamboard.google.com/d/1DTc02n9Q0s31JxlDjryvFRm2agoVgLLf17eu4NTA-E4/viewer?f=1>

In your notes template ...

Record the injustices you witness in and around the classroom.

# Open pedagogy

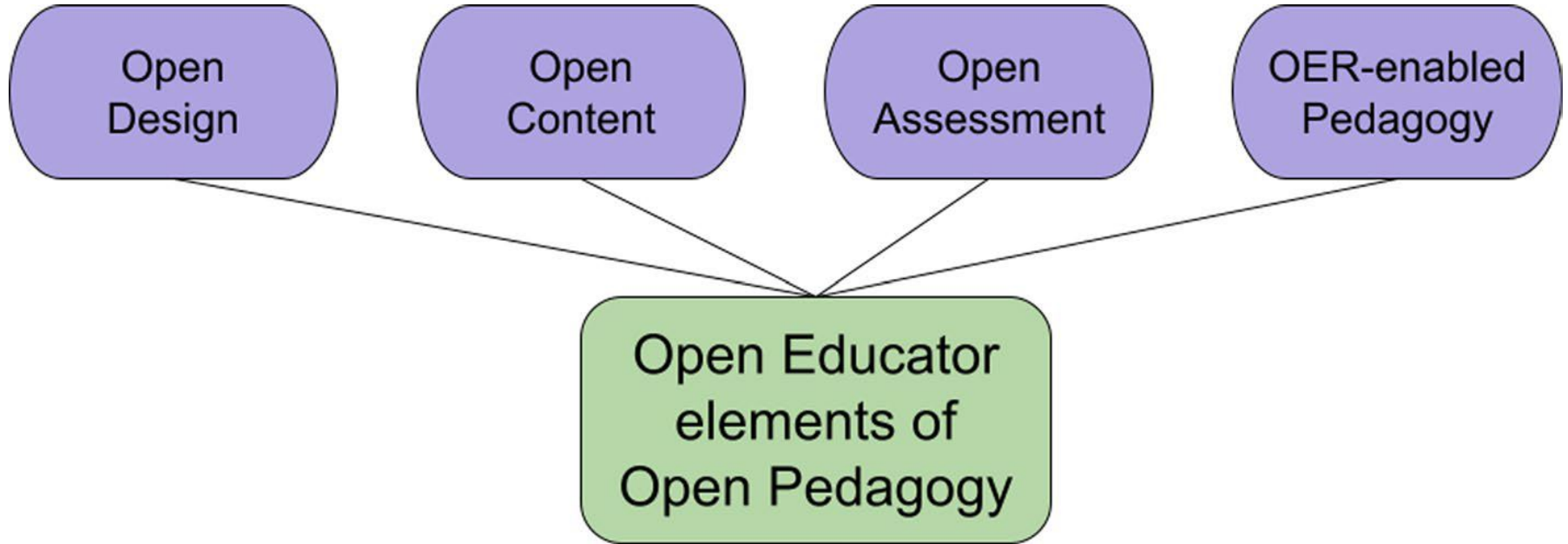
# Open pedagogy

Teaching and learning practices that are made possible through open licensing of content with a philosophical and practical alignment with education that is '**access orientated**' and '**learner driven**' (Werth & Williams 2022)

There is evidence that OP leads to **positive student outcomes**, the development of **critical thinking skills**, **greater self-direction** and **increased enjoyment** of education (Dermody, 2019, Werth & Williams 2021)

Despite the advantages many educators are not aware of OER and Open pedagogy and the terminology is confusing.

# Four domains of open pedagogy



Werth & Williams(2022). The why of open pedagogy; A value first conceptualisation for enhancing instructor praxis. *Smart Learning Environments* (2022) 9:10  
<https://doi.org/10.1186/s40561-022-00191-0>

# Values of open pedagogy: What do you value in your teaching approach?

Six concepts:

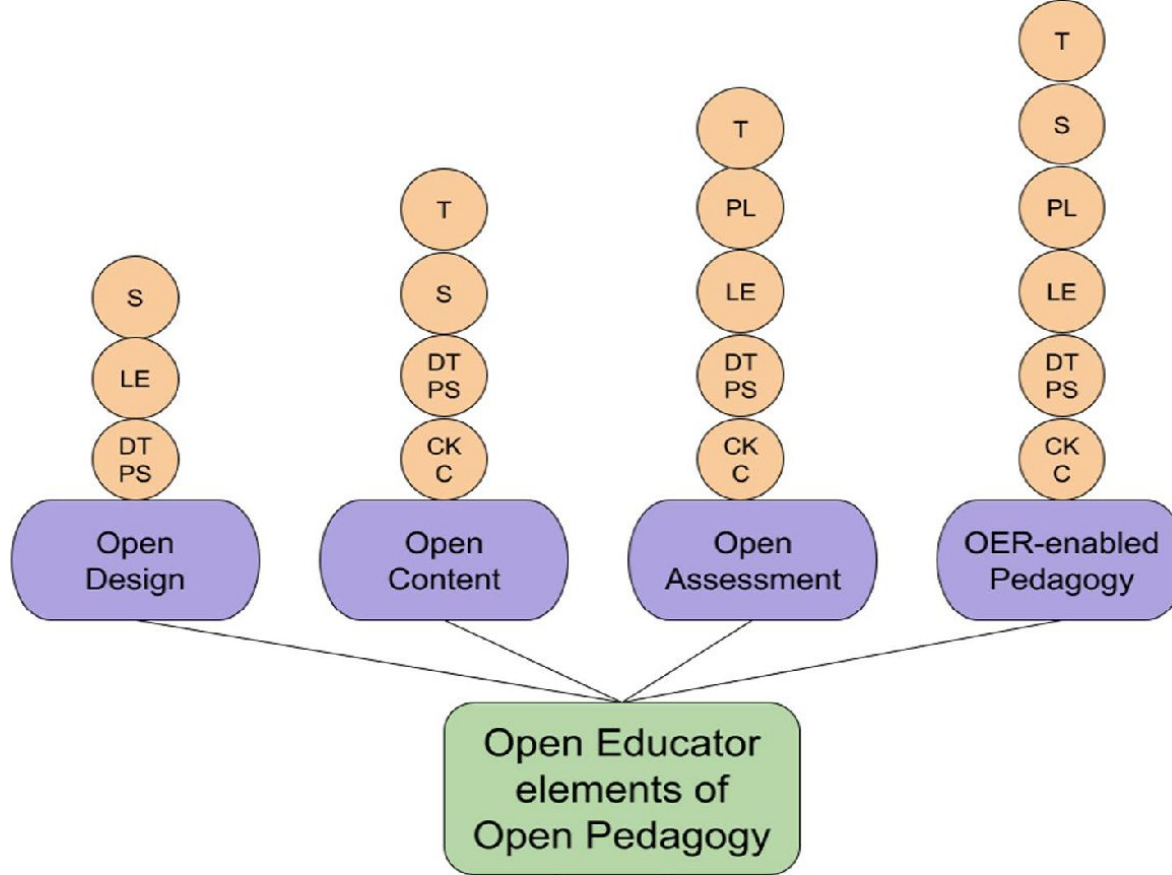
1. Sharing (S)
2. Transparency (T)
3. Collaborative Knowledge Construction (CKC)
4. Deconstructing Traditional Power Dynamics (DTPD)
5. Personalised Learning (PL)
6. Learner Empowerment (LE)

In your notes template ...

Record the values you take into your classroom

(Werth & Williams, 2022)

(Werth & Williams, 2022)



Values assessed by SMEs to be associated with open pedagogy elements, the value-first framework (VFF). *\*Note:* T = Transparency; S = Sharing; PL = Personalized Learning; LE = Learner Empowerment; DT/PS = Deconstructing Traditional Power Structures; CK/C = Collaborative Knowledge Construction

# Challenges to co-creation

## *Challenges to whole-class co-creation:*

Time constraints, large classes, 'sticky' class (difficult to engage), sustaining co-creation (Bovill, 2020)

## *Challenges for students:*

Lack of process and content expertise, power relations, voice fatigue (a feeling that their concerns go unheard)

## *Challenges for educators:*

Giving up control and feelings of insecurity, skepticism that learners may add value, perceived threats in opening up for change, and usual way of communicating with students no longer fits

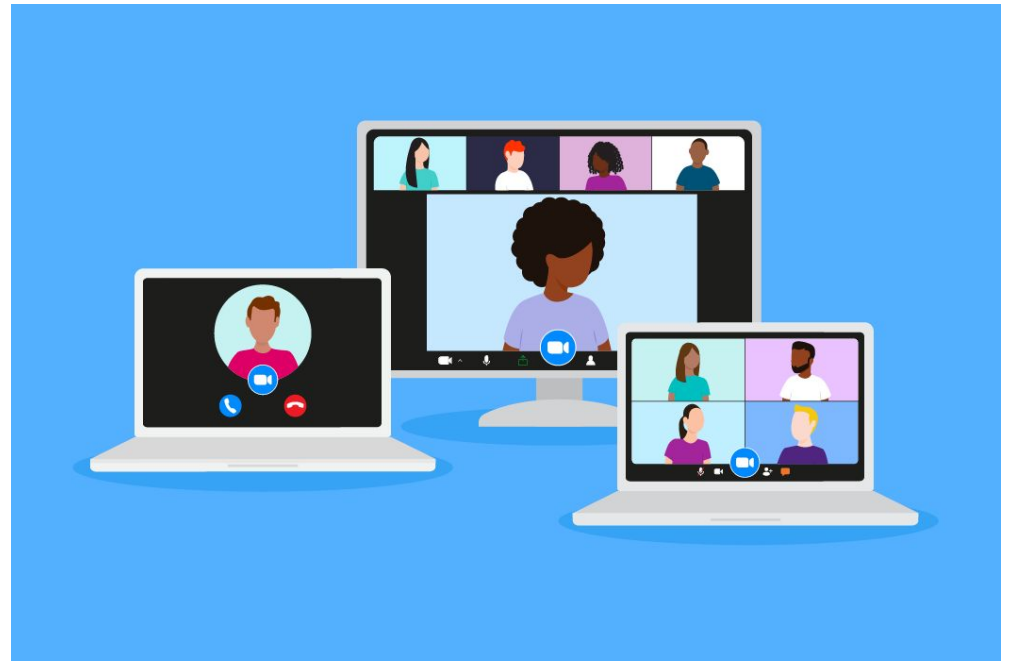
## *Institutional-level challenges:*

Lack of support and recognition (Konings et al., 2021)

## Activity 2: Break-out rooms

Which of the domains of open pedagogy presented here do you think could work in your context (aligning with your identified values) to address the injustices you see in the classroom?

What are the limitations/barriers you anticipate?



In your notes template ...

Record the domains of open pedagogy that could work in your context and limitations/barriers you anticipate.

# Overcoming challenges

'Purposeful recruitment of participants and their pre-training' (Iqbal et al. 2022)

(motivated driven participants)

## Collaboration between educators and students

Decrease the power balance: create an open feedback culture

Develop shared responsibility (clearly defined roles)

Value and improve the co-creation process (collaboration and training and development)

## Institutions

Provide support, invest in hands on support by faculty developers and establish a culture of empowerment (Konings et al. 2021)

# Discussion

# Preparation for the next session

<b>[Your course]</b>			
<b>Injustices in and around the classroom</b>			
<b>Values you take into your teaching</b>			
<b>Aspect of open pedagogy</b>			
<b>Challenges/barriers to open pedagogy</b>			
<b>How will you include students in co-creation? Before the class, in the class, and in production –</b>			

# How to include your students – factors to consider (Bovill, 2019)

Who initiates the co-creation?

What is the focus of the co-creation? (see Bovill & Woolmer, 2018; Healey et al., 2014)

What is the context for the co-creation? (see Bovill & Woolmer, 2018; Mercer-Mapstone et al., 2017)

How many students are involved? (see Mercer-Mapstone et al., 2017)

Which students are involved? (See Bovill, 2014)

What year of study are the students in?

What is the scale of the co-creation?

How long does the co-creation last?

What is the role of the student? (See Bovill et al., 2016)

What is the nature of student involvement? (See Bovill, 2017; Könings et al., 2017)

What is the nature of reward or recompense given to students?

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