



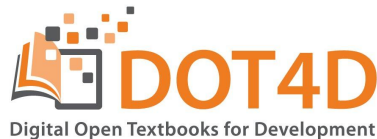
Open Textbooks for Curriculum Change and Student Co-Creation

Workshop 2:

Collaborative models of open textbook production and student co-creation



Centre for
Innovation in
Learning and
Teaching



UNESCO CHAIR
IN OPEN EDUCATION
AND SOCIAL JUSTICE



Workshop outline

Part 1: Welcome and introductions

Part 2: Recap and feedback on workshop 1

Part 3: Introducing Bovill's terms of inclusion

Part 4: Collaborative approaches to open textbook production: Authorship

Part 5: Collaborative approaches to open textbook production: Quality assurance

Part 6: Closing activity and Discussion

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

- Open pedagogy approaches for including students in textbook co-creation activities.
- Strategies for integrating students in authorship and quality assurance that could work in your context.
- Benefits and challenges of open pedagogy and textbook co-creation.

In the course of this session ...

You will continue work in 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/3wZFeqE>

Recap on workshop 1

Workshop 1: My drivers, values and possible open pedagogy approaches

[Your course]			
Injustices in and around the classroom			
Values you take into your teaching			
Aspect of open pedagogy			
Challenges/barriers to open pedagogy			

Start thinking about...

**How will you include students in co-creation?
Before the class, in the class, and in production – representatives or whole class?**

Workshop 2: My strategy for including students

[Your course]	Authorship	Quality assurance	Publishing
Before the course			
In the course (pedagogical change)			
In the production of materials			
Will you include the whole class?			
Will you include representatives of the class?			

Recap on definitions

An **open textbook** is a textbook released with a Creative Commons licence and made available online in a variety of file types to be freely retained, redistributed and reused by students, teachers and members of the public.

Does it have to be digital? Possibilities for print as textbooks grow out of course sites.

Social justice drivers for open textbook production at UCT



Values of open pedagogy: What do you value?

Six concepts (Williams & Werth, 2022):

1. Sharing
2. Transparency
3. Collaborative knowledge construction
4. Deconstructing traditional power dynamics
5. Personalised learning
6. Learner empowerment

**Workshop 1 feedback:
What does an open
textbook look like?**



Marketing to South African Consumers

Synopsis

Marketing to South African Consumers provides core introductory marketing theory underpinned by a contemporary and localised South African perspective. South Africa has a unique hybrid economy with strong formal and informal economies co-existing in a deeply unequal society. This textbook maintains a classic view of marketing theory, but is written with a focus on consumer behaviour. It provides a unique contribution to the marketing textbook landscape, in that it is written by marketing academics, professionals and students, and is focused on making local context a central reference rather than a peripheral addition. The textbook is relevant to any marketer or business owner who would like to gain more understanding of marketing in general and South African consumers in particular.

Abstract views: 20387 [Downloads in brackets]



HTML [439]

Published

January 1, 2021

DOI: <https://doi.org/10.15641/0-7992-2548-8>

Copyright (c) 2021 Authors



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

PDF

Co-publisher's ISBN-13 (24)
978-0-7992-2548-8

Authors

James Lappeman
University of Cape Town
<https://orcid.org/0009-0001-8187-9165>

Ana Carrapichano
<https://orcid.org/0009-0003-0298-5766>

Gift Phala
<https://orcid.org/0009-0002-9702-2227>

Gillian Rightford



<https://openbooks.uct.ac.za/uct/catalog/book/29>

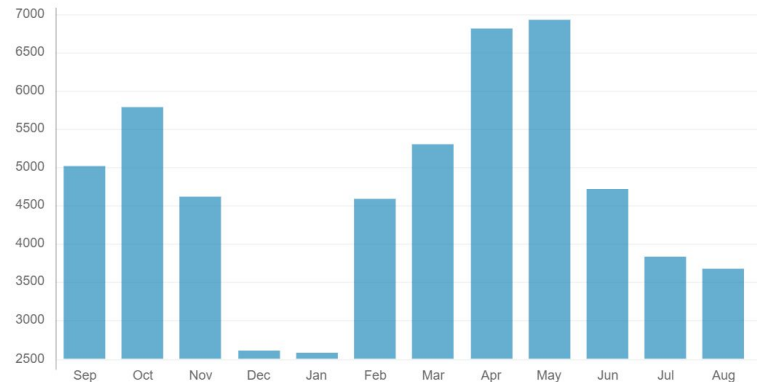
Chapter 21: Constructing a Basic Marketing Plan

Thabo K. Makgolo

PDF [403]

HTML [509]

Downloads



Full Textbook

James Lappeman, Paul Egan, Gillian Rightford, Thabang Ramogase

PDF [22431]

Preliminary Pages

PDF [563]

Part 1

Marketing and Marketing Strategy

PDF [392]

HTML [70]

Chapter 1: What is Consumer Marketing?

James Lappeman, Vimbal Malandou

PDF [906]

HTML [256]

Chapter 2: The Role of Marketing in Delivering Corporate Strategy

Martin Neethling

PDF [283]

HTML [159]

Chapter 3: Sustainability in Consumer Marketing

Titi Kabi

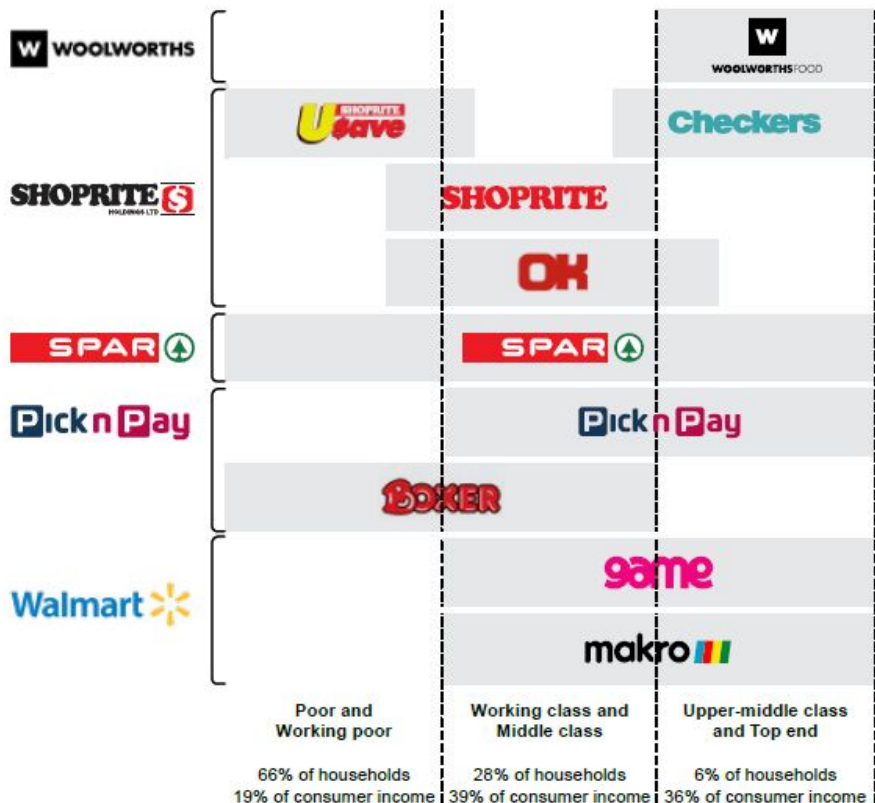
PDF [321]

HTML [813]

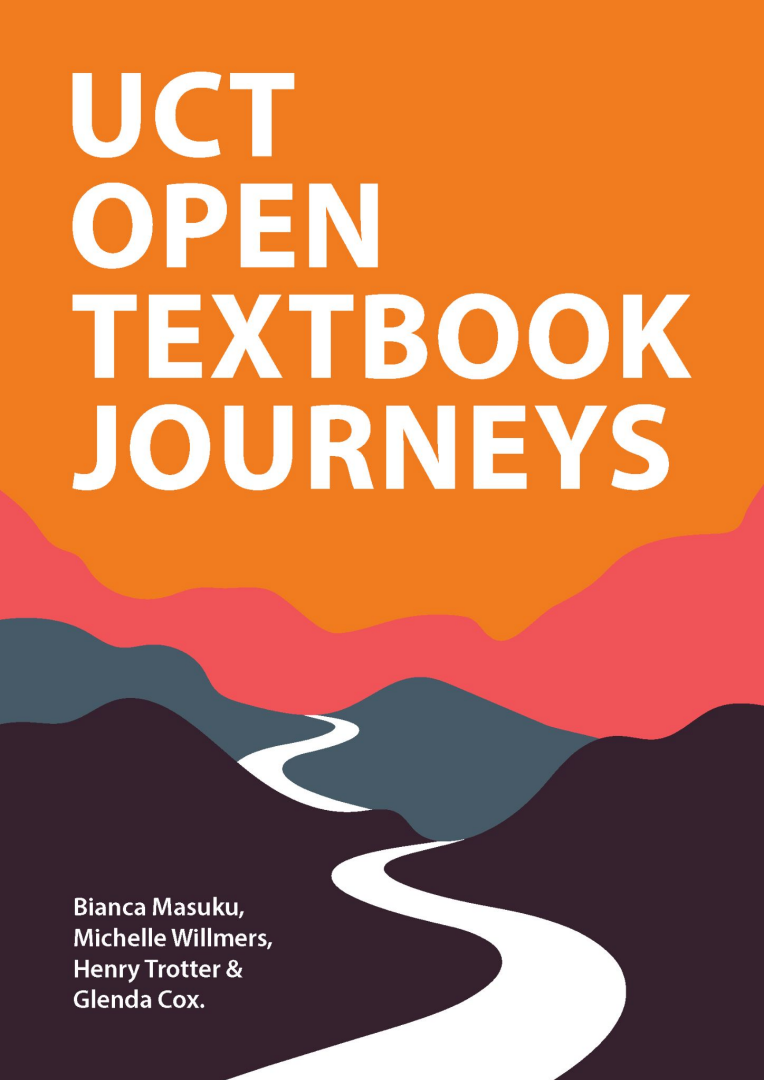
Over 60 000 downloads in total
– 22 000 of entire textbook!

Figure 6.5 is indicative of how some of South Africa's corporate grocery retailer's serve the cross-section of South Africa's consumer's with their major trading brands. The profile of the shoppers has been segmented according to the National Income Dynamics Survey (NIDS) data.⁸

Figure 6.5: Corporate retail players, their trading brands and the profile of their shoppers



UCT OPEN TEXTBOOK JOURNEYS



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

Read about the journeys DOT4D grantees went on in developing their open textbooks and see examples of open textbooks produced at UCT (+ budgets and sustainability factors).

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

Introducing Bovill's terms of inclusion

Bovill (2020) terms of inclusion

(adapted by Cox et al., 2022)

Participatory design	Stakeholders contribute to the design and development of initiatives, including curriculum; students are “testers or informants” and don’t have a high level of agency
Engagement	Activities to motivate and interest students; can include engagement in teaching and learning
Partnership	Collaborative; contribute equally; some pedagogical conceptualisation and decision-making; implementation and analysis

Bovill terms of inclusion (cont.)

Co-creation	Contribute new pedagogical ideas; empowerment; meaningful engagement; students construct understanding and learning resources
Representative	Elected role, small group representing whole group
Consultant	Students selected and paid to collaborate
Co-researcher	Collaborating meaningfully on teaching and learning research or subject based research
Co-designer	Sharing responsibility for designing learning, teaching and assessment

Collaborative approaches of open textbook production: Authorship

What is 'Authorship'?

Authorship refers to the conceptualisation, pedagogical planning and development of content, and is, as such, a key activity node in which issues of student voice and representation are manifest. (Cox et al., 2022)

Authorship ... where do I start?

Authorship is typically the first step in the open textbooks production process. As you get into thinking about the content you want to produce and how you are going to do so, it is useful to capture your thinking in scoping/concept document.

When developing this document, give careful thought to:

- 1. An integrated learning design approach.**
- 2. Based on the problem you are trying to address, and the concomitant learning design approach, what does this mean for your authorship strategy?**
 - How will you include students?
 - Before the course, in the course, after the course in textbook production?
 - The whole class, or part of the class.
 - What percentage of the work will they do?
 - How will you address accessibility, diversity and inclusion (UDL)
- 3. Try to maximise efficiency from the outset.**
 - Is there (good/appropriate) content you (legally) reuse from elsewhere?
 - How can you make use of stylesheets and templates to streamline your editorial process?
 - Can you bring someone on board to project manage the process?

In thinking about your authorship / content creation strategy, you also need to “grasp the nettle” on ...

Copyright and licensing

Some full-text content can be legally shared on your LMS, but you cannot legally retain or reshare it publicly on a repository or website. Educate yourself on basic principles of copyright and open licensing. Seek help in your library/institution if you're not sure.

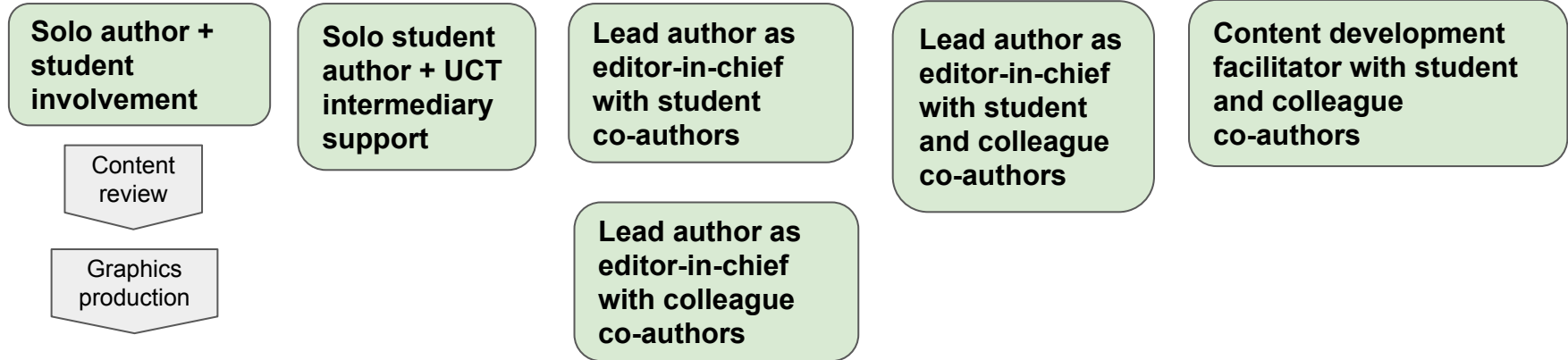
Resourcing

You need to think about the resourcing you will require to execute your plan, so it is useful to articulate a budget. When you have a budget, it makes looking for funding a little easier.

Capacity-building

This is a new area of work for most and some people need a little more help and support in the writing process than others, particularly if they writing in a language that is not their home language. What can you provide in terms of mentorship and developmental editing?

Authorship approaches used in DOT4D open textbook initiatives



Activity 1: Strategy for including students in authorship

[Your course]	Authorship
Before the course	Yes / No How?
In the course (pedagogical change)	Yes / No How?
In the production of materials	Yes / No How?
Will you include the whole class?	Yes / No How?
Will you include representatives of the class?	Yes / No How?

Building your model ...

Remember to capture details relating to your model as we progress:

<https://bit.ly/3wZFeqE>

**Collaborative approaches
of open textbook
production:
Quality assurance**

What is 'quality assurance'?

Quality assurance refers to the measures taken by authors to ensure resource efficacy and academic accountability in the context of its desired social justice purpose. Quality is also viewed as a central component in addressing sustainability, in that the extent to which a resource is fit for purpose is a critical aspect in determining its lifespan and ongoing evolution. (Cox et al., 2022)

Quality manifest in inclusivity and sustainability

“Inclusivity is a key dimension of both social justice and sustainability, in that multiple voices are required in order to achieve more equal epistemic representation. In order for open textbook activity to be sustainable, it needs to be ‘effective’ (i.e. fit for purpose), making the efforts of the lecturer and students and the investment of the institution worthwhile. The sustainability factor therefore also relies on the extent to which students feel represented in the resource and the extent to which its development process addresses social (in)justice in the classroom.” (Cox et al., 2022)

Quality assurance in open textbook development

“Dynamic, innovative, collaborative approaches towards quality assurance enabled academics to bring multiple perspectives into their resource production and review processes.” (Cox et al. 2022)

Quality assurance can take place prior to the development of a course

> **appropriateness of the curriculum for context** (Delphi consensus study)

In the course

> **integrate multiple voices and epistemologies** (colleague review / student review)

In the textbook production process

professional approach to resource design and production / institutional intermediary editorial support / institutional intermediary publishing support / professional editing and proofreading / professional layout and design / colleague layout and design / publisher peer review

Reflection: Which QA approaches could work in your context?

Quality assurance approaches used in DOT4D open textbook initiatives

BEFORE THE COURSE

Delphi consensus study

IN THE COURSE

Colleague review

Student review

Supervisor review

IN PRODUCTION

Professional resource design and production

Institutional intermediary editorial support

Institutional intermediary publishing support

Professional editing and proofreading

Professional layout and graphic design

Colleague layout and graphic design

Peer review

- * Community focused
- * Formal internally managed with publisher
- * Formal externally managed by publisher

Activity 2: Strategy for including students in quality assurance

[Your course]	Quality assurance
Before the course	Yes / No How?
In the course (pedagogical change)	Yes / No How?
In the production of materials	Yes / No How?
Will you include the whole class?	Yes / No How?
Will you include representatives of the class?	Yes / No How?

Building your model ...

Remember to capture details relating to your model as we progress:

<https://bit.ly/3wZFeqE>

Activity 3:

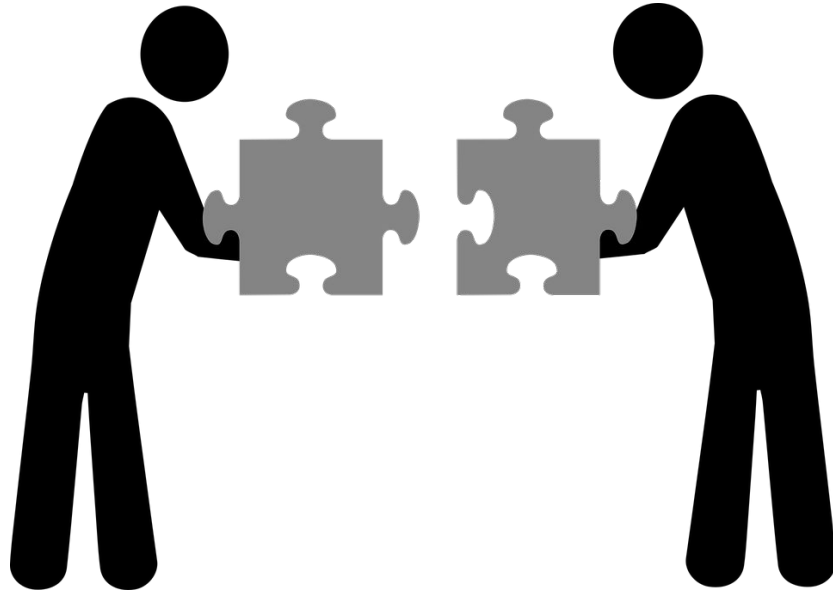
Where do you stand now in terms of your student co-creation/inclusion in open textbook development?

- Power dynamics
- Feasibility / challenges
- Potential benefits
- Institutional support

Sharing our takeaways

What did you learn?

What can you use?



References

Bovill, C. 2020. “Co-creation in Learning and Teaching: The Case for a Whole-Class Approach in Higher Education.” *Higher Education* 79: 1023–1037. Available at: <https://link.springer.com/article/10.1007/s10734-019-00453-w>

Cox, G., Masuku, Cox G, Willmers M and Masuku B (2022) Sustainable open textbook models for social justice. *Front. Educ.* 7:881998.. Available at: <https://www.frontiersin.org/articles/10.3389/feduc.2022.881998/full>

Werth, E & Williams, K (2022). The why of open pedagogy; A value first conceptualisation for enhancing instructor praxis. *Smart Learning Environments* (2022) 9:10. Available at: <https://slejournal.springeropen.com/articles/10.1186/s40561-022-00191-0>

Further reading

Bovill, C. (2019). A co-creation of learning and teaching typology: What kind of co-creation are you planning or doing?, *International Journal for Students as Partners*, 3(2). <https://doi.org/10.15173/ijpsap.v3i2.3953>

Cox, G., Masuku, B. & Willmers, M. 2020. Open Textbooks and Social Justice: Open Educational Practices to Address Economic, Cultural and Political Injustice at the University of Cape Town. *Journal of Interactive Media in Education*, 1 (2):pp. 1–10. Available at: <https://open.uct.ac.za/handle/11427/31887>

DOT4D. 2021. Open Textbooks in South African Higher Education: Action Brief. Cape Town: Digital Open Textbooks for Development. Available at: https://drive.google.com/file/d/1_BFNLHPRcPP1f94GyR9EiZ98HKKu54f1/view?usp=sharing

Fraser, N. (2005). Reframing justice in a globalizing world. *New Left Review*, 36, 69–88. Retrieved from <https://newleftreview.org/II/36/nancy-fraser-reframing-justice-in-a-globalizing-world>

J. G. van Merriënboer (2022): It's about time to involve all stakeholders in co-creating faculty development programmes - Exploring the perceptions of students and teachers, *Innovations in Education and Teaching International*. Available at: <https://www.tandfonline.com/doi/abs/10.1080/14703297.2022.2030781>

Karen D. Könings, Serge Mordang, Frank Smeenk, Laurents Stassen & Subha Ramani (2021) Learner involvement in the co-creation of teaching and learning: AMEE Guide No. 138, *Medical Teacher*, 43:8, 924-936. Available at: <https://www.tandfonline.com/doi/full/10.1080/0142159X.2020.1838464>