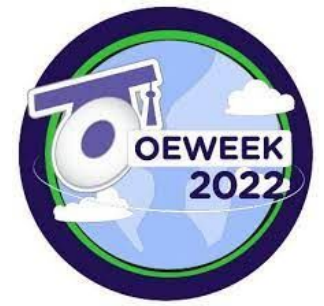


# UCT OPEN TEXTBOOK CONVERSATION EVENT – MARCH 2022

Event recording: <https://drive.google.com/file/d/1NpgoNDYj6ASRhBI71wIB5YKjBFX5plun/view?usp=sharing>



## Inclusivity, collaboration and student co-creation: Open textbook production models for social justice

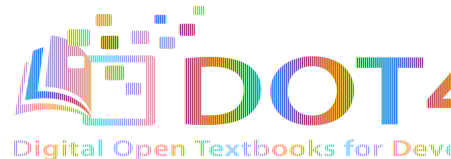
By Glenda Cox, Bianca Masuku & Michelle Willmers

Digital Open Textbooks for Development, Centre for Innovation in Learning and Teaching,  
University of Cape Town

10 March 2022



Centre for  
Innovation in  
Learning and  
Teaching



UNESCO CHAIR  
IN OPEN EDUCATION  
AND SOCIAL JUSTICE





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# Programme



14h00 – 14h10	<b>Welcome and introductions</b>
14h10 – 14h25	<b>Open at UCT: The UNESCO Chair in Open Education and Social Justice</b> <i>(Dr Glenda Cox)</i>
14h25 – 14h40	<b>The UCT Open Textbook Award</b> <i>(Michelle Willmers)</i>
14h40 – 14h50	<b>Vision 2030: Open education and transformation</b> <i>(A/Prof. Lis Lange)</i>
14h50 – 15h10	<b>Discussion</b>
15h10 – 15h20	<b>Digital Open Textbooks for Development: Production models and student involvement</b> <i>(Bianca Masuku)</i>
15h20 – 15h30	<b>Closing discussion</b>

# Digital Open Textbooks for Development

DOT4D initiated as a three-year (2018–2021) research, advocacy and implementation project funded by the Canadian IDRC, following in wake of Research on Open Educational Resources for Development (ROER4D) and other CILT open education initiatives (since 2007). Now an institutionally funded initiative.



**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.**

# 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**

**Open at UCT:  
The UNESCO Chair in Open  
Education and Social Justice**

# UNITWIN/UNESCO Chairs Programme

English Français Español العربية 中文

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Member States Staff Intranet

**UNESCO**  
United Nations  
Educational, Scientific and  
Cultural Organization

*"Building peace in the minds of men and women"*

IN BRIEF WHAT WE DO WHERE WE WORK PARTNERS JOIN US RESOURCES

Home > UNITWIN/UNESCO Chairs Programme

## UNITWIN/UNESCO Chairs Programme

Facebook Twitter YouTube LinkedIn RSS

- Launched in 1992
- 877 across the world
- 14 Chairs in South Africa

> Aims to build networks across institutions and countries

> Research to inform policy and generate innovation

**Open is based on the philosophical view of  
“knowledge as a collective social product and the  
desirability of making it a social property”**

(Prasad & Ambedkar in Downes, 2007:1)



Photo by [freestocks.org](https://www.freestocks.org) on [Unsplash](https://www.unsplash.com)



## Open Education (OE)

Open Education is an international movement to make education **accessible** to all  
(Cape Town Open Education Declaration)

Broad view of education, beyond institutions

**Collective term** used to refer to practices & activities that have both openness & education at their core





# Covid-19, a catalyst for greater OER<sup>11</sup> use worldwide?

📅 30/09/2021

🕒 2 min

# Why Open Education matters

- > There is a need for **accessible** and **FREE** resources
- > There is a need for **localised** materials, transforming the curriculum and addressing relevance **created collaboratively**
- > Lecturers can re-use materials (more efficient use of time)
- > Open education encourages lecturers to reconsider their teaching and learning approaches
- > Colleagues and students can become co-creators





JOURNAL OF INTERACTIVE  
MEDIA IN EDUCATION

# A Case Study in Mitigating COVID-19 Inequities through Free Textbook Implementation in the U.S.

KATHERINE WILLIAMS 

ERIC WERTH 

*\*Author affiliations can be found in the back matter of this article*

SPECIAL COLLECTION:  
LEARNING FROM  
LOCKDOWN

ARTICLE

]u[ubiquity press

# Widening structural inequality

- > The high cost of textbooks is not only detrimental to students economically but is also a social justice issue.
- > In both the US and in other countries (e.g. Canada and New Zealand) it has been observed that **“those most economically harmed by the COVID-19 pandemic were populations already frequently considered disenfranchised”** (Williams & Worth 2020)
- > The authors call for **“intentional disruption on the part of the institution”**



# Social Justice

- Economic equity
- Cultural diversity
- Political inclusion



# Open Education

- 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)

# Social justice drivers for open textbook production at UCT



## Drivers/motivation

## Social Justice dimension (Fraser, 2005)

## The role of the Open Textbook: Affirmative and transformative responses

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  
transformation

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

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

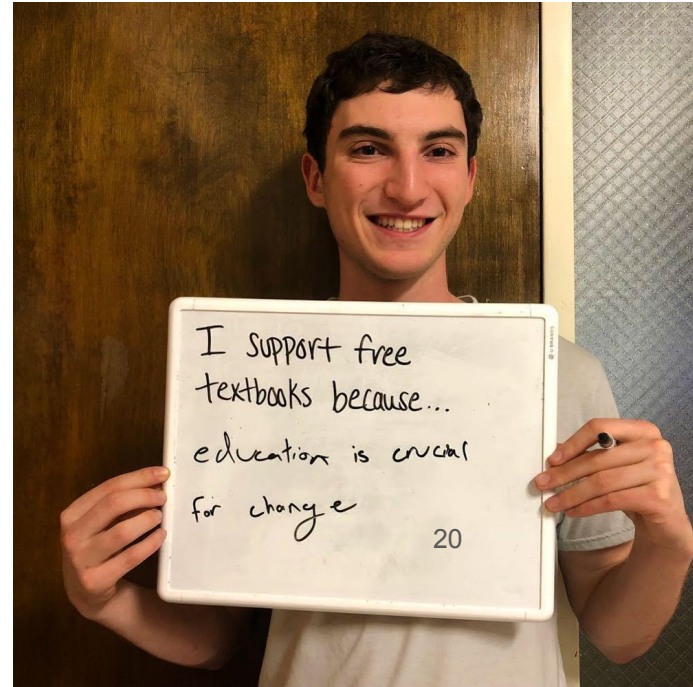
**Collaboration with colleagues and  
students (empowering and giving voice)**

Pedagogical  
innovation

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

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

# Student voices



Images by OpenStax

**“overcoming injustice means dismantling  
institutionalised obstacles”**

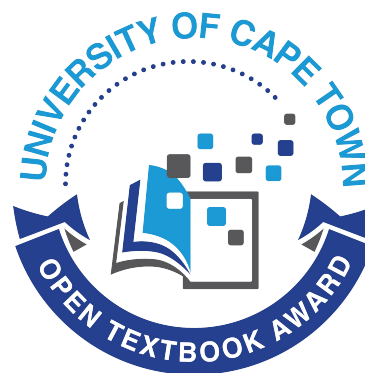
(Fraser, 2005:92)

# The UCT Open Textbook Award

# Recognising teaching innovation that promotes social justice and transformation

Symbol of institutional commitment to supporting teaching and learning initiatives producing textbook content that promotes:

- Curriculum transformation / decolonisation
- Pedagogical innovation
- Inclusion of students and marginalised voices
- Disability access
- Relevance to local context
- Multilingualism
- Technical innovation



# Award details

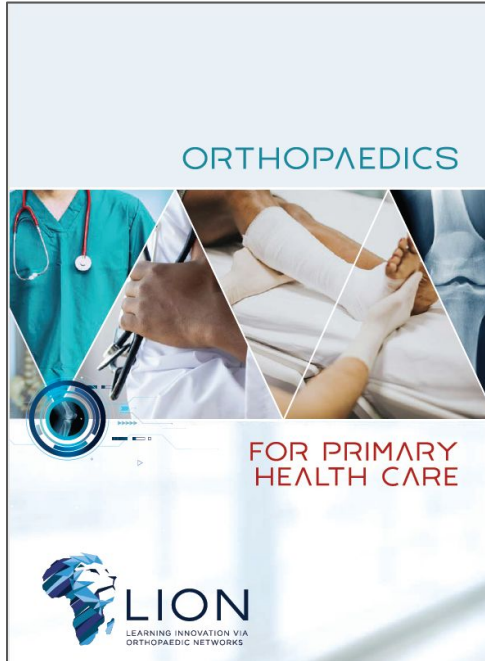
<http://www.cilt.uct.ac.za/cilt/open/otaward>

- Value of R30 000 and may be shared between more than one recipient.
- Single or multiple-authored textbooks may be nominated (at least one of the primary authors or editors must be based at UCT).
- Content must be published under a Creative Commons or other open licence.
- No restriction is placed on disciplinary orientation, language or format in which the book is written.
- There is no time limit in terms of publication date.
- Prior award recipients are asked to observe a two-year waiting period before submitting nominations for subsequently published works.

# Award winners

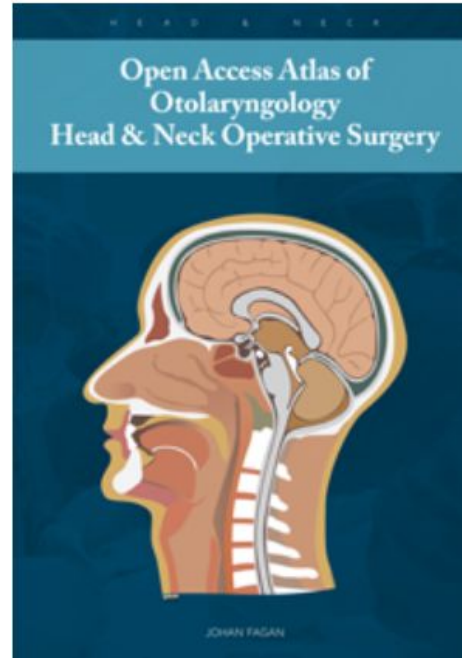


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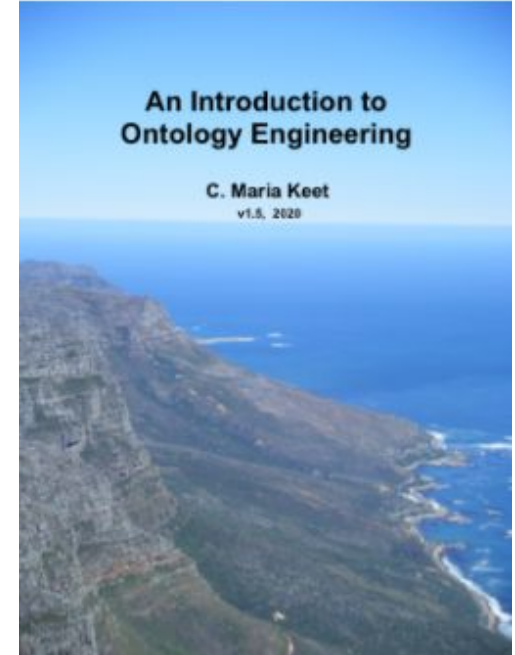


<https://openbooks.uct.ac.za/uct/catalog/book/36>

2022



<https://openbooks.uct.ac.za/uct/catalog/book/1>



<https://people.cs.uct.ac.za/~mkeet/OEbook/>

**Vision 2030:**

**Open education and transformation**

**(A view from the DVC Teaching & Learning)**

**Digital Open Textbooks for  
Transformation:  
Collaborative models and student  
involvement**

# Method

Examine how 11 UCT open textbook initiatives (through grants programme) transform content (co-)creation and pursue social justice within their classroom contexts through the development of open textbooks

- DOT4D mixed-method approach: grant proposals, surveys, case study interviews, grant closure reports and fieldnotes
  - Identified key production activities within their processes (authorship, quality assurance and publishing) and defined different forms of collaborative approaches with colleagues and students therein.
- Focused on collaborative approaches with colleagues and students: **Which open textbook production activities were colleagues and students involved in and how / to what degree were they being brought into these processes?**
  - Utilised Bovill (2020) framework of inclusion as analytical tool to understand degrees of collaboration and student involvement in open textbook production.
  - Mapped production activities to inclusion strategies to identify collaborative open textbook production models.

# Bovill (2020) terms of inclusion

(adapted by DOT4D)

<b>Participatory design</b>	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
<b>Engagement</b>	Activities to motivate and interest students; can include engagement in teaching and learning
<b>Partnership</b>	Collaborative; contribute equally; some pedagogical conceptualisation and decision-making; implementation and analysis

# Bovill terms of inclusion (cont.)

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

# Student co-creation highlights (and lowlights)

- In 6 initiatives, students took on various co-creation roles in authorship.
- In 2 initiatives, students were co-creators in quality assurance processes.
- Authors found ways in which to not only capture students' lived realities in the authorship process, but also to include their feedback in quality assurance.
- However, students were not involved in any of the publishing processes.
- Student participation is a critical aspect of the institutional transformation agenda, in that it addresses social justice and inequity in the classroom.
- The resultant models show how students (and colleagues) were engaged in varying activities and to varying degrees.

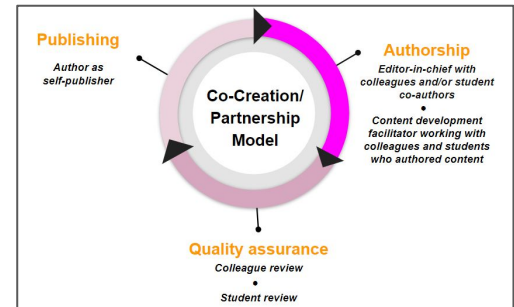
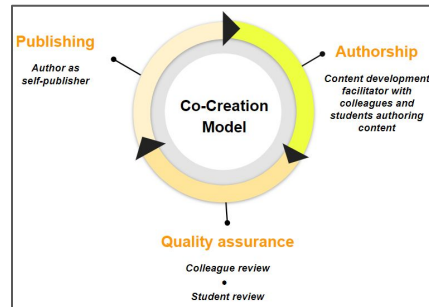
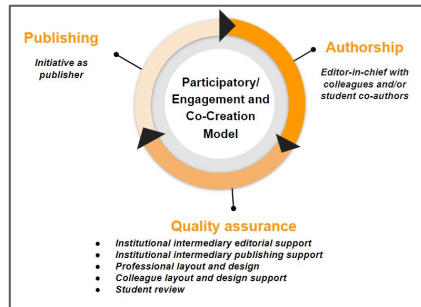
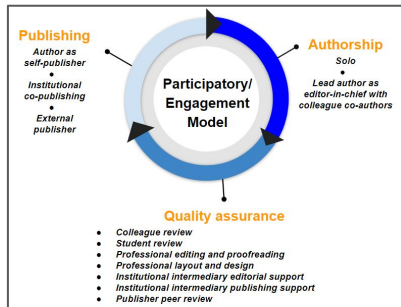


# Collaborative open textbook production models

Aim: Provide open textbook creators with sustainable models of production that manifest “parity of participation” as the just end point of social justice

DOT4D context: Four models reflecting varying levels of student and colleague collaboration

- Participatory/Engagement Model
- Participatory/Engagement and Co-Creation Model
- Co-Creation Model
- Co-Creation/Partnership Model



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