

SASUF GOES DIGITAL WORKSHOP

Sustainable, collaborative models of open textbook production for social justice and student co-creation

Open textbooks at the University of Cape Town

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19 September 2022



Centre for
Innovation in
Learning and
Teaching



UNESCO CHAIR
IN OPEN EDUCATION
AND SOCIAL JUSTICE



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.



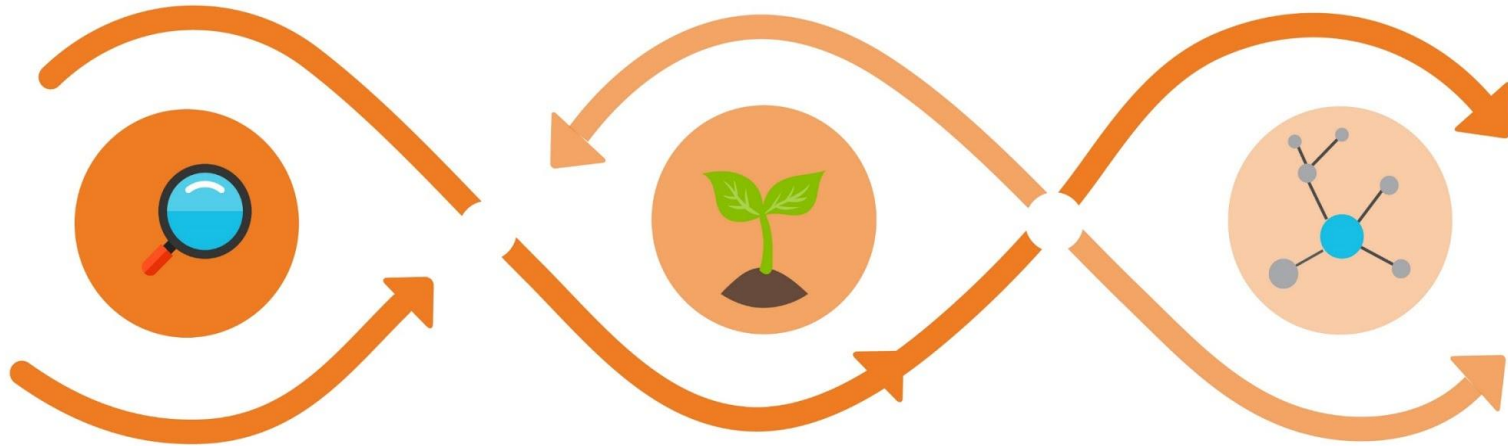
Dr Glenda Cox
Principal Investigator



Bianca Masuku
Researcher



Michelle Willmers
Publishing &
Implementation Manager



Research

Identify optimal approaches to open textbook design and publishing.

Grants

Support open textbook publishing at UCT that prioritises strategies for integrating student perspective, curriculum transformation and sustainability.

Advocacy

Inform current open education policy initiatives at institutional and national levels.

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.**

**Parity of Participation > Collaboration > Inclusion >
Social justice > Sustainability**

Research

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”**



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)



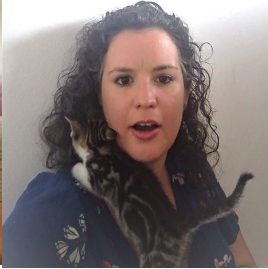
UCT open textbook authors in the DOT4D study



Kensleyrao
Apajee
**Mechanical
Engineering**



Chris Barnett & Cesarina
Edmonds-Smith
Chemistry



Stella Papanicolaou
Architecture



Dr Juan Klopper
Surgery



A/Prof. Abimbola
Windapo
Construction



A/Prof Maria Keet,
Computer Science



Jonathan Shock,
Mathematics



Dr James
Lappeman,
Marketing



Tim Low,
Statistics

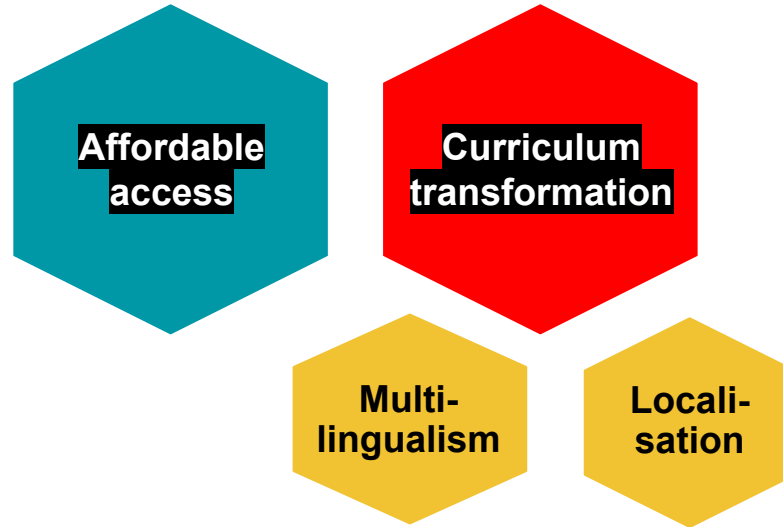


Dr Michael Held,
**Orthopaedic
Surgery**



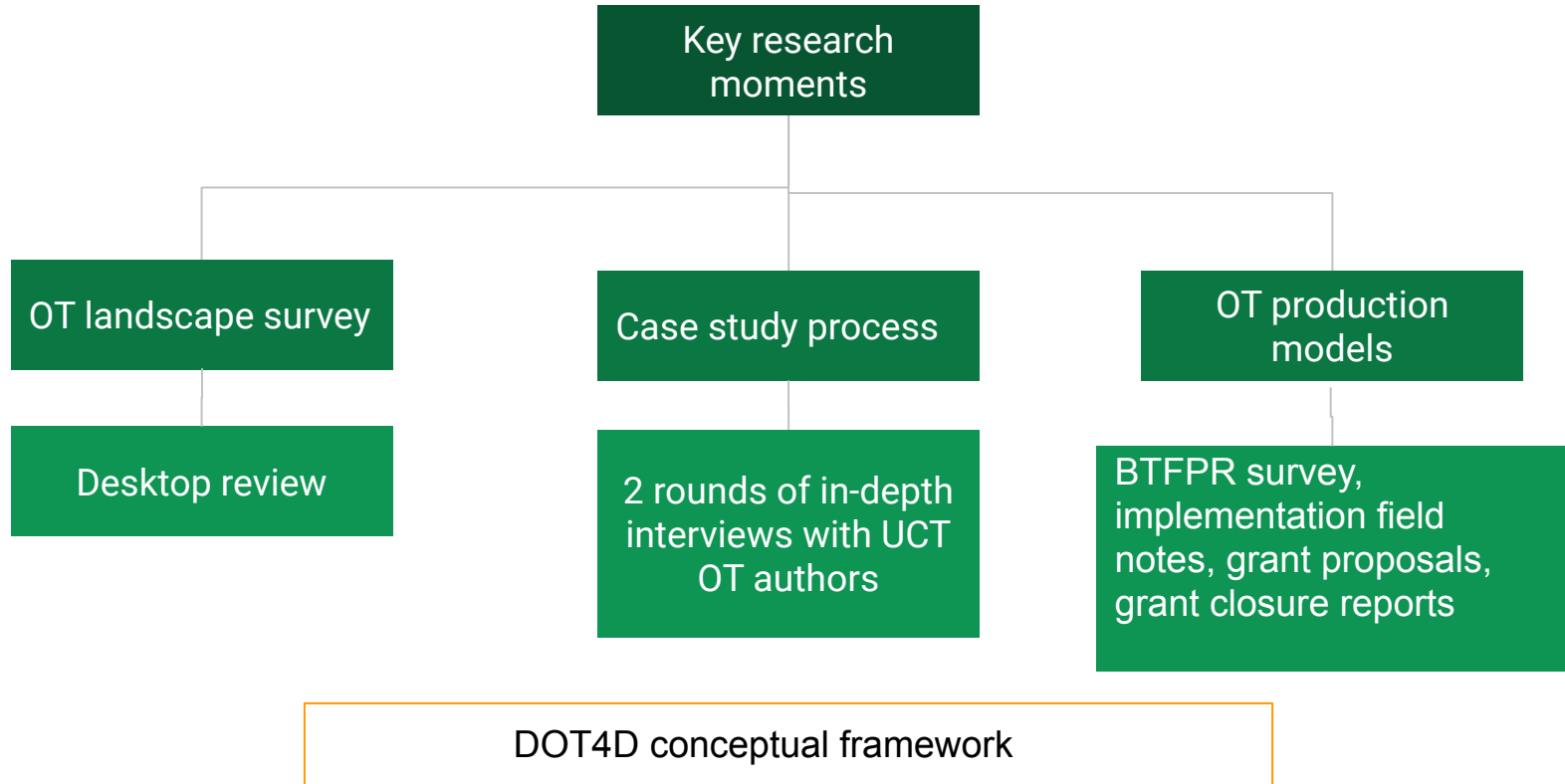
Dr Claire Blackman
Mathematics

Social justice drivers for open textbook production at UCT



Pedagogical innovation

MAPPING DOT4D RESEARCH & METHOD



OT LANDSCAPE SURVEY

-Imperative in order to gain a sense of current open textbook production and publication activity taking place within the university.

-aim was also to produce an openly licensed baseline dataset on open textbook activity

-utilised a desktop review approach, probed particular key features: type of resource; author(s) and author affiliation; by whom the resource was compiled; year; findability; peer review and quality assurance processes; inclusion of multimedia, etc.

Processing spreadsheet 2019:

https://zivahub.uct.ac.za/articles/dataset/DOT4D_Open_Textbook_Landscape_Survey_UCT_1_2_/14798025

Processing spreadsheet 2021:

https://zivahub.uct.ac.za/articles/dataset/DOT4D_Open_Textbook_Landscape_Survey_UCT_2_2_/14797596

LANDSCAPE SURVEY REPORT

Number of resources found



Centre for Higher Education Development: 7
Commerce: 5
Engineering and the Built Environment: 3
Health Sciences: 11
Humanities: 4
Law: 3
Science: 6

Types of resources found



Atlas: 2
Book: 4
E-book: 2
Lecture notes/outline: 3
Manual: 6
Monograph: 1
Textbook: 21

Creative Commons licensing



CC BY: 11
CC BY-NC-SA: 9
CC BY-NC: 7
CC BY-NC-ND: 6
CC BY-SA: 4
CC BY-ND: 2

Landscape report:

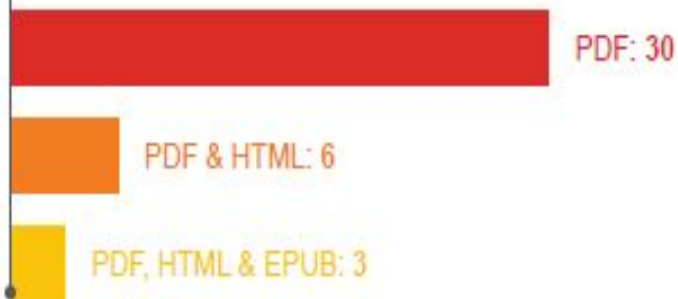
https://open.uct.ac.za/bitstream/handle/11427/33640/DOT4D_Landscape_Survey_Report.pdf?sequence=3&isAllowed=y

Evidence of quality assurance



Peer review and quality assurance statements: 27

Format



Dissemination platforms



* Resources duplicated on other platforms in addition to OpenUCT and UCT Libraries Continental Platform

CASE STUDY PROCESS

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>

- focused on the potential of open textbooks to address social injustice in South African HE and the practices utilised by UCT staff to address these challenges
- demonstrated that open textbooks provide a powerful means to address economic, cultural and political injustices
 - disrupt histories of exclusion, address issues of cost and marginalisation, enable lecturers to change the way they teach, include student voices
- open textbook moves beyond the idea of a textbook as simply being the content provided to students to grow their knowledge in a field

(cont.)

Cox, G., Masuku, B. & Willmers, M. (2022). Internal Conversations and Cycles of Time: Open Textbook Author Journeys at the University of Cape Town. *International Review of Research in Open and Distributed Learning*, 23(3), 134-152. <https://doi.org/10.19173/irrodl.v23i3.6136>.

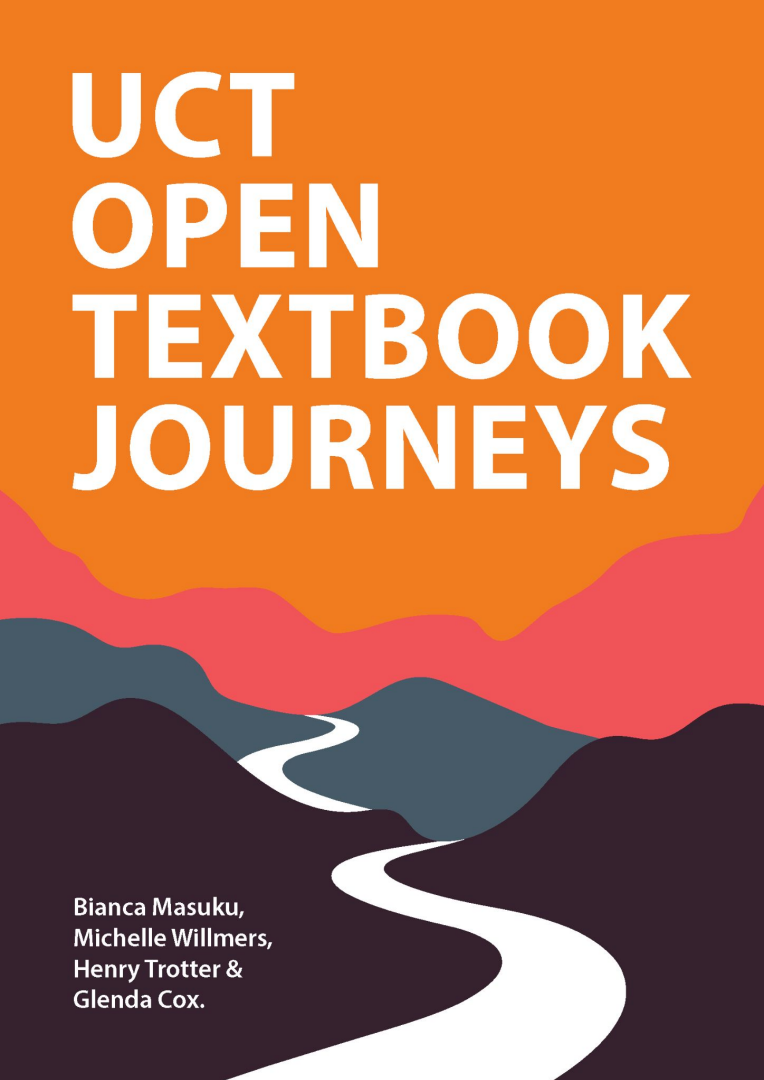
- utilised Margaret Archer's Social Realist approach to explore dynamics related to open textbook authors' agency and ultimate concerns, and how their "internal conversations" shape their practices and approaches to open textbooks
- deeper understanding of open textbook creation at UCT and the cycles of time over which this activity plays out
- highlighted was the complexities of conceptualising and creating open textbooks over cycles of time and that open textbook authors face many challenges along this journey

(cont.)

Cox, G., Willmers, M. & Masuku, B. (2022). Sustainable open textbook models for social justice. *Frontiers in Education* 7:881998. <https://doi.org/10.3389/feduc.2022.881998>

- explored collaboration, inclusivity, and co-creation and aimed to articulate open textbook models with varying degrees of colleague and student inclusion
- provided insight into the different strategies open textbook authors at UCT adopt in order to address social injustice in the classroom related to access and representation
- argued that 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

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>

OPEN TEXTBOOK PRODUCTION MODELS

- 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?**
 - Identified key production activities within their processes (authorship, quality assurance and publishing) and defined different forms of collaborative approaches with colleagues and students therein.
 - 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)

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.)

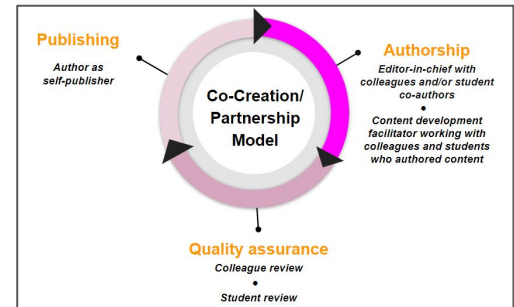
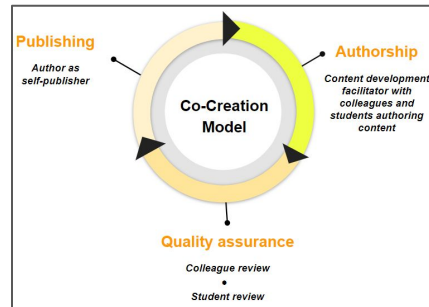
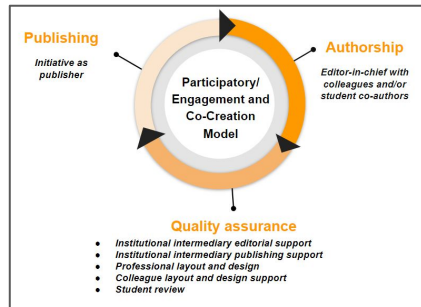
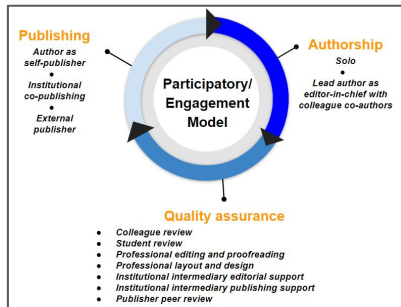
Co-creation	Contribute new pedagogical ideas; empowerment; meaningful engagement; students construct understanding and learning resources
Representative	Elected role, small group representing whole group
Consultant	Students selected and paid to collaborate
Co-researcher	Collaborating meaningfully on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

Collaborative 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



Implementation



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]

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PDF

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Gillian Rightford



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

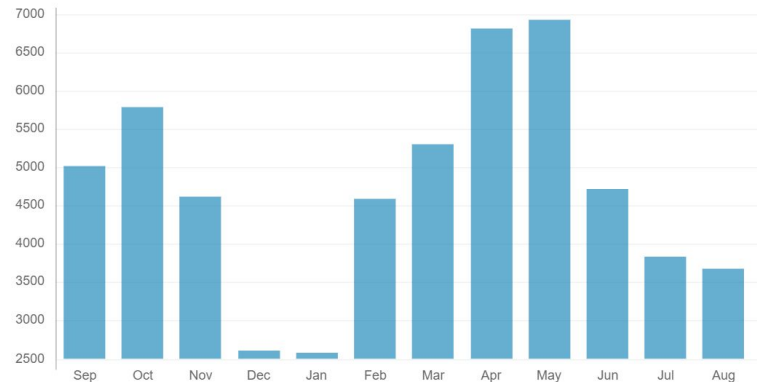
Chapter 21: Constructing a Basic Marketing Plan

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

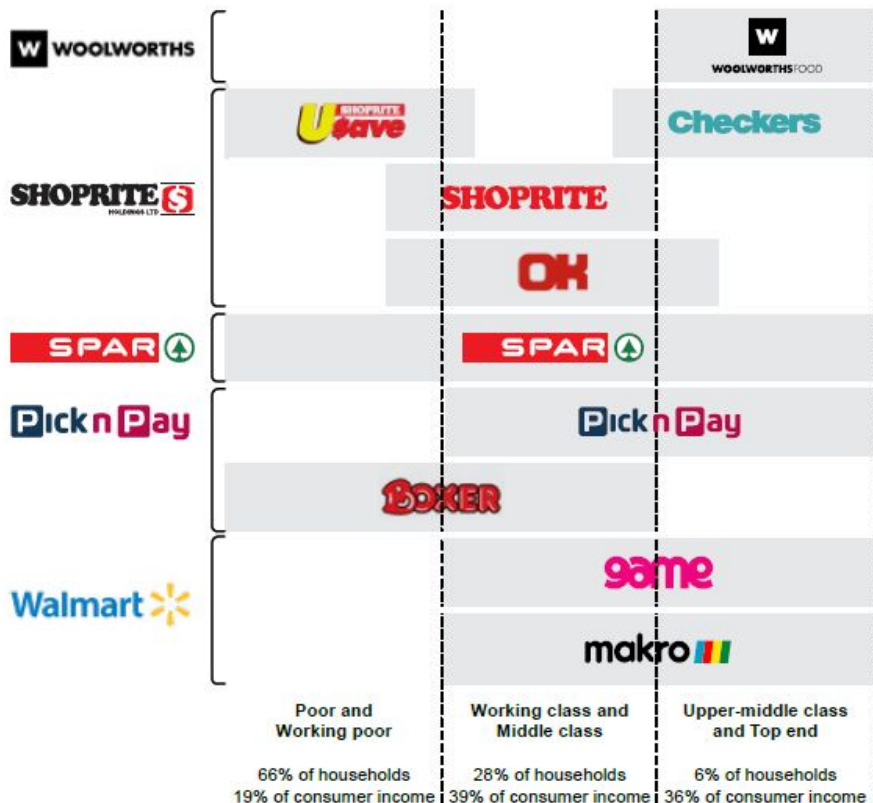
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Over 60 000 downloads in total
– 22 000 of entire textbook!

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



**Collaborative approaches
to open textbook
production:
Authorship**

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 address ...

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

**Solo author +
student
involvement**

Content
review

Graphics
production

**Solo student
author + UCT
intermediary
support**

**Lead author as
editor-in-chief
with student
co-authors**

**Lead author as
editor-in-chief
with colleague
co-authors**

**Lead author as
editor-in-chief
with student
and colleague
co-authors**

**Content development
facilitator with student
and colleague
co-authors**

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

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 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

Institutional support and sustainability

TIME

- Significant time commitment
- Protracted cycles of time (collaboration takes time!)
- Processes do not neatly align with academic calendar(s), collaborator or grant funding timeframes

Recognition and reward

- UCT Vision 2030 positions open knowledge production and sharing for social justice as a key aspect in meeting its central mission
- UCT Ad Hominem promotion system varies across faculties in terms of recognition of independently published work. Review process underway in line with Vision 2030 strategic approach.
- Small grants programmes within the university (~R20k) for teaching innovation and curriculum change initiatives effective for stimulating activity and engaging students.

Recognising teaching innovation that promotes social justice and transformation: The UCT Open Textbook Award

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

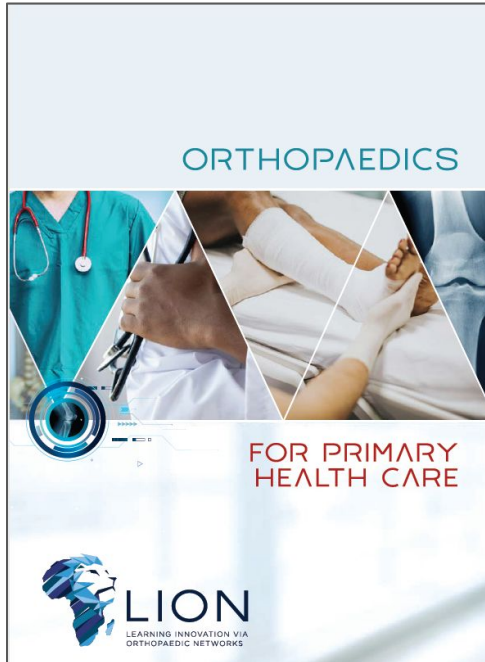
- Curriculum transformation / decolonisation
- Pedagogical innovation
- Inclusion of students and marginalised voices
- Disability access
- Relevance to local context
- Multilingualism
- Technical innovation



Award winners

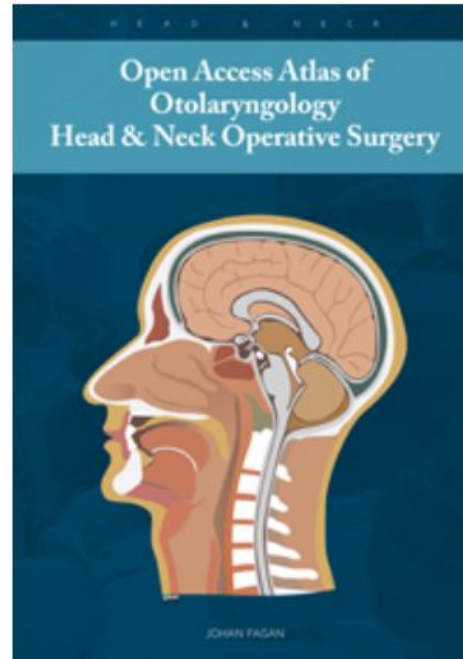


2021

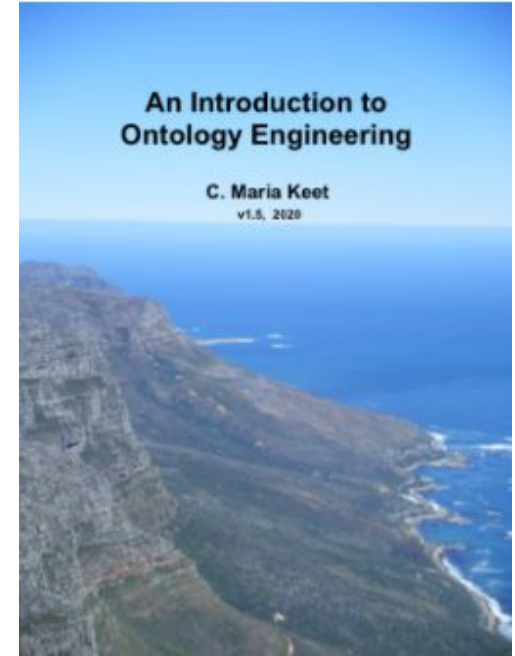


<https://openbooks.uct.ac.za/uct/catalog/book/36>

2022



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



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

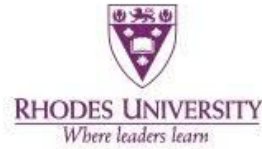
**What's next for open textbooks at
UCT and beyond?**



The student experience

‘Students as partners’ in open textbook production: Power, identity and the reconceptualisation of content and practice

Image: Wikimedia Commons (CC BY)



higher education
& training
Department:
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United Nations
Educational, Scientific and
Cultural Organization



UNIVERSITY
OF ESWATINI



UNIVERSITEIT
iYUNIVESITHI
STELLENBOSCH
UNIVERSITY



Open Education
GLOBAL



UNIVERSITIES
SOUTH AFRICA

100
1918 - 2018



STEAM
FOUNDATION NPC



UNIVERSITY OF THE
WESTERN CAPE



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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>

Cox, G., Masuku, B. & Willmers, M. (2022). Internal Conversations and Cycles of Time: Open Textbook Author Journeys at the University of Cape Town. *International Review of Research in Open and Distributed Learning*, 23(3), 134-152. <https://doi.org/10.19173/irrodl.v23i3.6136>.

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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>

