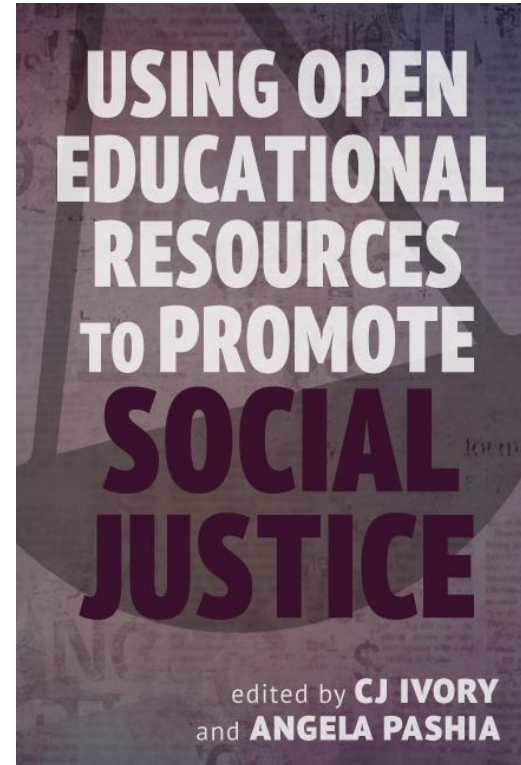


Decolonizing Learning in the Global South: Opportunities and Challenges in Higher Education

Overview

- Understand OER development in the Global South
- Describe opportunities and challenges faced by academic institutions in Sub-saharan Africa
- Identify OER stakeholders and methods to support their engagement with OERs
- Explore strategies to promote equity, diversity and inclusion in higher education





Alkasim Hamisu Abdu
Coordinator of Branch Libraries
Yusuf Maitama Sule University Kano

Yusuf Maitama Sule University Kano-Nigeria

- Established = 2012
- Academic Staff = 500
- Non-Academic Staff = 850
- Students = 12880



ACRL chapter: Where are we on the map? The State of Open Educational Resources (OERs) in Africa

Nigerian educational system like others in SSA needs OERs, why,

- To mitigate the problem of access through Open and Distance Learning, and
- To mitigate the problem of lack of resources which negatively affects the quality of learning as well as the rate of attainment, but
- OER programmes are still not very visible in the country, though there are evidences of engagements with OER mostly at top of the system.

ACRL chapter: Where are we on the map? The State of Open Educational Resources (OERs) in Africa

What is reported here?

This piece presents result of a survey of OERs engagements among teacher educators in Kano State, Nigeria. The results indicate

- Low awareness, and
- Misconception, but
- A great potential as majority of the respondents (79%) share internet resources and create content in the course of their teaching work
- They are ready to share their creation freely on the Internet



- Deputy Librarian, Chinhoyi University of Technology (CUT).
- Open Science advocate in Zimbabwe.
- EIFL Open Access coordinator for Zimbabwe University Libraries Consortium (ZULC).
- Zimbabwe representative of the SPARC Africa management committee.

- Awareness creation on the importance of OERs.
- Encouraging lecturers to develop and share OERs.
- Advocating for the enactment and implementation of an institutional OERs use policy.

ACRL Chapter: Opportunities and challenges in the development and usage of open textbooks in institutions of higher learning to promote social justice

- High cost of textbooks affecting accessibility of information resources
- Opportunities are:
 - Increasing awareness of open textbooks improved the social justice aspect,
 - Use of the open monograph press to publish and archive open textbooks,
 - Student's involvement in the development of open textbooks.
- Challenges are:
 - Lack of resources to develop open textbooks,
 - Internet challenges, Power outages,
 - Information overload, Time constraints in developing and locating open textbooks,
 - Lack of local content
- Recommendations are:
 - Institutional support,
 - Adoption and acceptance of open textbooks,
 - Capacity building among librarians and authors.

Digital Open Textbooks for Development

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.



UNESCO CHAIR
IN OPEN EDUCATION
AND SOCIAL JUSTICE

<http://www.dot4d.uct.ac.za/>



Dr Glenda Cox
Principal Investigator



Bianca Masuku
Researcher



Michelle Willmers
Publishing &
Implementation Manager

University of Cape Town

28 703

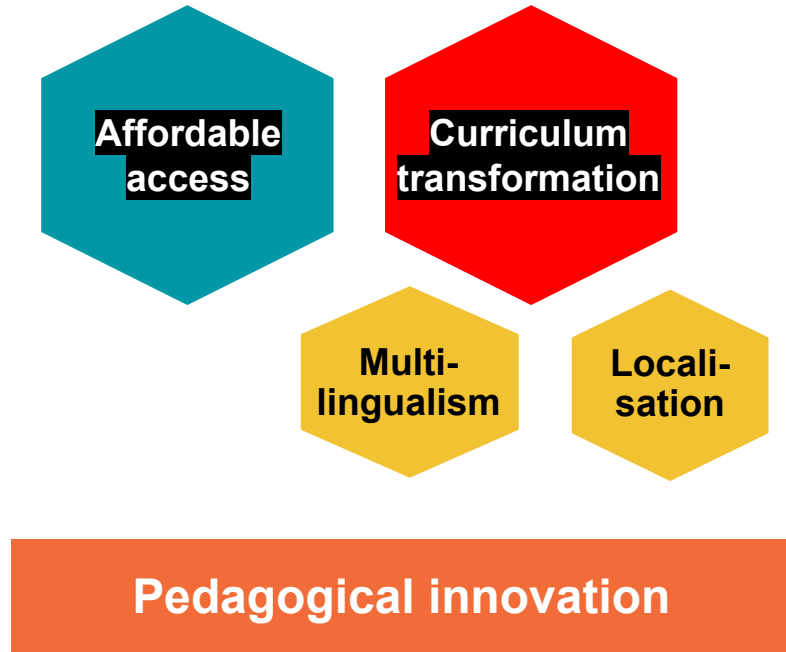
STUDENTS

4 928 staff

(1 184 academic and
3 744 professional,
administrative support
and service staff)



Decolonisation in DOT4D research context



“the decolonial agenda has raised questions within the institution around epistemic positioning, particularly as relates to factors such as whose knowledge is being presented? What/who gets privileged? Whose interests dominate?”
(Cox et al. 2022, p. 142)

ACRL chapter: Open textbooks, intuitive pedagogy and social justice

Focus: Exploring the complex interrelationship between five open textbook authors' layered conceptions of social (in)justice in their classrooms, the pedagogical approaches they develop in response to these injustices, and how this extends into their open textbook development processes

Key findings:

- **Addressing injustice through care and attention to difference and using intuitive pedagogical practices as a means to address social (in)justice**
 - Open textbook authors in this study displayed a thoughtful, sensitised awareness of misrepresentation, misrecognition, and misrepresentation in the classroom, which correlated with a high level of care in their pedagogical practice.
- **Curriculum transformation and decolonisation**
 - Reflections on curriculum transformation and decolonisation revealed insights into some of the processes and practices academics felt they needed to undertake in order to address transformation and power dynamics in the classroom.
- **Sense of powerlessness to address curriculum transformation and decolonisation**
 - Need to overcome practical circumstances, emotional challenges that extend beyond academic role and feelings of being complicit in perpetuating injustice.
- **The power of the open textbook: extending intuitive pedagogical practice into open textbook production to address injustice**
 - Incorporating multiple voices and challenging the status quo, shifting power dynamics and addressing relevance, and challenging publishing models

Panel Discussion



What are the affordances that OER can provide for decolonisation of curriculum in the Global South?

Panel Discussion



What would you identify as one of the primary challenges of using OERs to provide an equitable learning experience?

Q & A



Follow-up Questions



What are the constraints of OER development
in Sub-Saharan Africa?

Follow-up Questions



What do you believe is required to overcome that challenge?

Follow-up Questions



What advice would you give educators on adapting OERs to make them culturally relevant for students in Sub-Saharan Africa?

Contact the authors



CJ Ivory

civory@westga.edu

University of West Georgia

Alkasim Hamisu Abdu

alkasimhamisu@yahoo.com

Yusuf Maitama Sule University, Kano

Josiline Chigwada

josyphiri@gmail.com

Chinhoyi University of Technology

Glenda Cox

glenda.cox@uct.ac.za

University of Cape Town

Bianca Masuku

bianca.masuku@uct.ac.za

University of Cape Town

Michelle Willmers

michelle.willmers@uct.ac.za

University of Cape Town