

Why Open Education matters?

By Dr Glenda Cox

Centre for Innovation in Teaching and Learning

University of Cape Town

Walter Sisulu Open Access week (28 October 2021)



Centre for
Innovation in
Learning and
Teaching



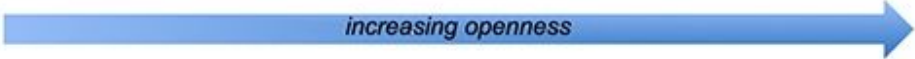


OPEN ACCESS WEEK 2021

It Matters How We Open Knowledge:
Building Structural Equity

OCTOBER 25-31

Open Educational Practices (OEP)



	Not using OEP for teaching	Using OEP for teaching
DIGITAL NETWORKING PRACTICES	<p>Main digital identity is university-based (e.g. university email)</p> <p>Not using social media at all, or using social media for personal use only</p>	<p>Combined use of university & open digital identities</p> <p>Using social media for personal and/or professional use, but not for teaching</p>
DIGITAL TEACHING PRACTICES	<p>Using VLE only</p> <p>Using free resources; little concern re: copyright; little or no knowledge of Creative Commons</p>	<p>Using VLE & open tools</p> <p>Using & reusing OER</p>
PERSONAL VALUES	<p>Wanting strict boundaries: Personal-Professional & Staff-Student</p> <p>Strong attachment to personal privacy</p>	<p>Cautious about crossing boundaries: Personal-Professional & Staff-Student</p> <p>Accepting some porosity across boundaries: Personal-Professional & Staff-Student</p> <p>Valuing both privacy & openness; seeking balance</p>

•“Open educational practices (OEP) is a broad descriptor of practices that include the **creation, use, and reuse** of open educational resources (OER) as well as **open pedagogies** and **open sharing of teaching practices**” (Cronin, 2017).

Open Educational Resources (OERs)



•Teaching, learning, and research resources that reside in the **public domain** or have been released under an intellectual property **license** that permits their **free use or repurposing** by others (Wiley, 2010).

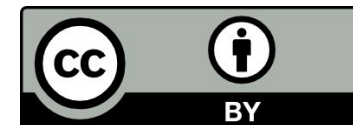


Open Education (OE)

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

Broad view of education, beyond institutions

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



AFRICA-GLOBAL

Open education resources to shape post-pandemic world



Curt Newton and Krishna Rajagopal 29 April 2021



For the past two decades, the world has been building open knowledge on a massive scale, with open educational resources as a cornerstone. The 2001 launches of MIT OpenCourseWare and Creative Commons formed a solid foundation of this global open educational resource movement, which now supports many millions of learners from all walks of life.

Now, as we begin to grapple with the long-term impacts and changes in education brought on by the pandemic year, it's crucial to assess how open educational resource (OER) tools and resources are reaching those who need and use them most. In this article, we'll focus on students in Africa.

The current issue and full text archive of this journal is available on Emerald Insight at:
<https://www.emerald.com/insight/2053-535X.htm>

Teaching with OER during pandemics and beyond

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Teaching with
OER during
pandemics

209

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Abstract

Purpose – Open Educational Resources (OER) are learning materials openly licensed so that others may retain, reuse, revise, remix or redistribute (the 5Rs) these materials. This paper aims to raise awareness of OER by providing a rationale for using these learning materials and a strategy for educators to get started with OER during the collective crisis and beyond.

Design/methodology/approach – Using a broad research base and anecdotes from personal experience, the authors make the case that OER improves student access to learning materials and improves the learning experience in both PK-12 and higher education contexts.

Findings – The authors define and describe the benefits of OER to provide practical suggestions educators can implement during the pandemic and beyond.

Practical implications – To support educators in finding and using OER, this paper highlights repositories that include a breadth of various learning materials across subject areas and educational

Our original inspiration

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



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OCW@20

2021: The Next 20 Years

Since 2001, MIT OpenCourseWare (OCW) has worked to share the best educational resources from MIT freely and openly, creating remarkable new opportunities for millions of learners and educators around the world.

While OCW prepares to honor the MIT faculty, learners, and contributors who have helped shape these first two decades, we are already looking to further unlock knowledge and empower minds for the next 20 years. To better serve the needs of today's learners and better leverage today's technologies and open education ecosystem, we will launch NextGen OCW, a more accessible, mobile-friendly platform, later this year.

OER and sustainability

OER is **inclusive**, because it's open for all to adapt for diverse needs and have all voices reflected.

- OER is **resilient**, always there when you need it, free to use in classrooms and carry with you through any future disruptions.
- OER is **iterative**, a collective work in progress that admits the latest insights into what's working, and what's not working, as knowledge is created and applied.
- OER is **scalable**, enabling hyper-local knowledge and lived experiences to be shared and built into a global pool of knowledge.

These qualities – **inclusive, resilient, interactive and scalable (IRIS)** – have been a foundation of MIT OpenCourseWare and will continue to shape what comes next.

Newton & Rajagopal, 2021



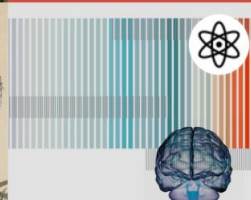
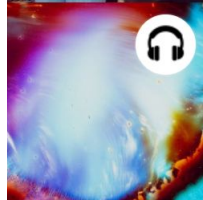
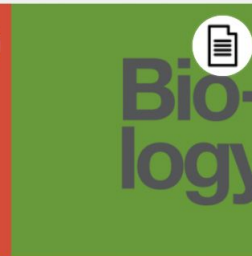
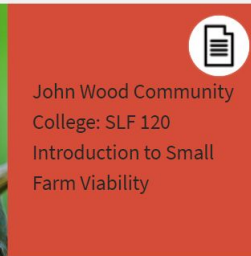
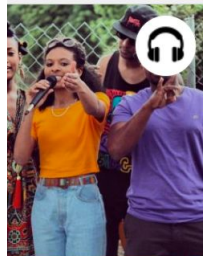


better sharing brighter future

Image: Steve Snodgrass, CC BY 2.0

THE GROWING COMMONS

2.0 billion works and counting. Explore these featured Creative Commons resources below — from literary works, to videos, photos, audio research and more! Or you can **share your work**, and help light



Why OE matters?

Need for **accessible** and **FREE** resources

Don't have to re-invent the wheel - better use of time

Need for **localised** materials, transforming the curriculum

Encourages us to reconsider our teaching and learning approaches





JOURNAL OF INTERACTIVE
MEDIA IN EDUCATION

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

SPECIAL COLLECTION:
LEARNING FROM
LOCKDOWN

ARTICLE

KATHERINE WILLIAMS 

ERIC WERTH 

**Author affiliations can be found in the back matter of this 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. from Canada and New Zealand) have found 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**' economically, culturally and politically*



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 viewed from an **affirmative** or **transformative** perspective. (But both might be evident!)

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.

Social justice strives for

- Economic equity
- Cultural diversity
- Political inclusion

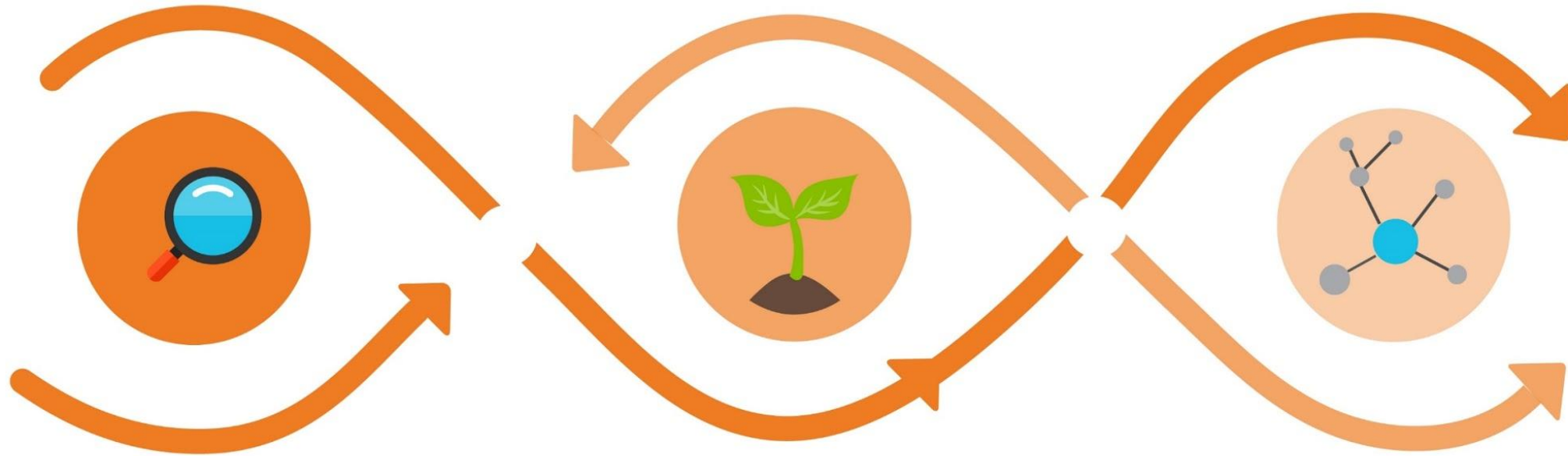
an **outcome** where all the relevant social actors [can] participate as peers in social life (Fraser 2005:87)

and

and a **process** in which procedural standards are followed in fair and open processes of deliberation (Fraser 2005:87)



Digital Open Textbooks for Development



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.

The Digital Open Textbooks for Development project

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).

Open education projects in CILT funded by the IDRC, Andrew W Mellon Foundation, Carnegie Foundation and Shuttleworth Foundation.



Dr Glenda Cox
Principal Investigator



Bianca Masuku
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Implementation Manager



Drivers and social justice imperatives

Abimbola	Claire	Kensley	Stella	Michael	Maria	Jonathan	Tim	James	Chris and Chez	Juan
Curriculum transformation	Curriculum transformation	Curriculum transformation	Pedagogical innovation	Curriculum transformation	Affordable access	Curriculum transformation	Curriculum transformation	Curriculum transformation	Pedagogical innovation	Affordable access
Affordable access	Affordable access	Affordable access	Curriculum transformation	Affordable access	Curriculum transformation	Affordable access	Multilingualism	Affordable access	Curriculum transformation	Curriculum transformation
					Multilingualism				Multilingualism	

Affordable access

8

Curriculum transformation

8

Pedagogical innovation

2

Multilingualism

3

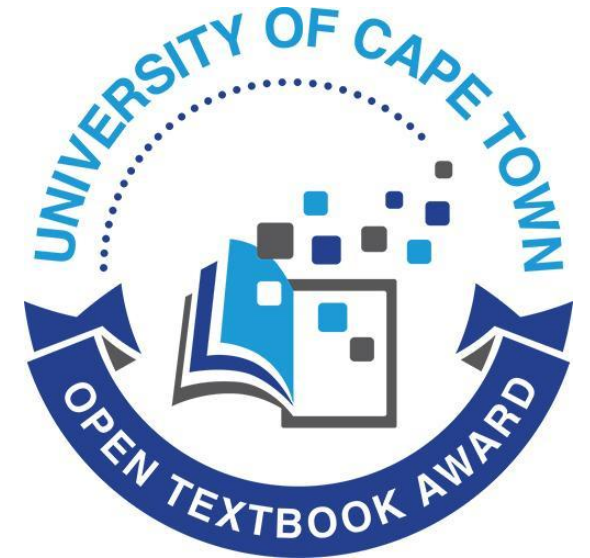
Drivers/motivation	Social Justice dimension (Fraser, 2005)	Affirmative/ameliorative response
Affordable access	Economic (maldistribution of resources)	Saving students money
Multilingualism	Cultural (misrecognition of culture and identities)	Terminology in Chemistry and Statistics translated into local 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

Institutional support

Small to medium-sized **grants** programmes to facilitate open textbook development and publishing.

Recognition of open textbook development efforts for promotion and other forms of institutional reward.

Acknowledgement of the time commitment and protracted time cycles involved in open textbook production (with concomitant relief from other academic duties).



Announcing the 2021 UCT Open Textbook Award winner

12 OCTOBER 2021 | DVC A/PROF LIS LANGE

We need to... be comfortable that the future is unknown and each day it arrives faster and faster.

If we... want to influence the future we need to actively play a role in designing it.

UCT Open Content / OpenUCT

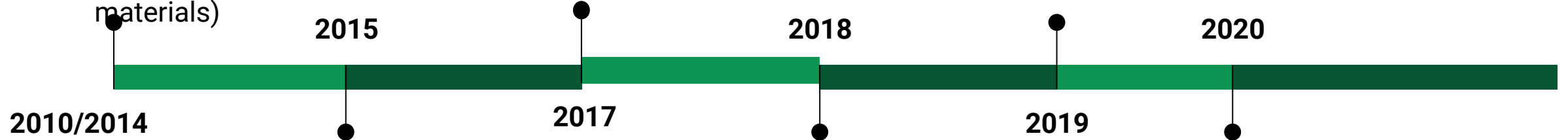
Open Content OER referatory (predecessor of 2014 OpenUCT repository for research and teaching materials)

DHET Open Learning Policy Framework

Outlines principles of open learning and recommends OER use

UNESCO OER Recommendation

Set of 5 recommendations to support OER creation and use globally



Fallist movements

#Rhodesmustfall 9 March 2015 (Cultural injustice).
#Feesmustfall 12 October 2015 (Economic injustice)

DOT4D at UCT

Research (social justice lens), implementation and advocacy for OTs. Case studies and lessons learnt

COVID-19 pandemic

Pivot to online learning in HE. Need for free, open, locally relevant resources that can be legally shared

OBJECTIVES of ADVOCACY WORK

Raise awareness of open textbooks as a strategy for addressing financial cost burden, curriculum transformation and decolonisation, and the performance gap in South African higher education institutions.

Articulate mechanisms that can be employed across institutions to support open textbook development.

Identify a community of practice in the South African HE sector that can collaborate on supporting open textbook production across South African HEIs.

RECOMMENDATION: Maximise efficiencies and address sustainability as SA HE sector

Evidence of increasing demand for open textbook development support as academics change and improve the way they teach online.

“I can’t do my job with the traditional textbook”

Localisation and context are important in decolonial/curriculum transformation agenda, but we think there can be synergies and efficiencies to be gained by addressing open textbook production as a sector.

Suggest focusing institutional resources where need is most explicit in terms of:

- **Courses impeding graduation**
- **Curriculum transformation and language translation**



WHAT CAN DOT4D OFFER?

- Roundtable virtual discussion on 29 November
 - Coordinate activities of a working group of volunteer participants from institutions across Africa (and other colleagues) until the end of 2021.
- > Ongoing: Production of open textbook development guide



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Thank you

Related documents

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