

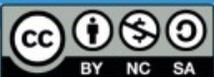
Open Ed

Educación Abierta e Inclusiva
Open and Inclusive Education

Open, inclusive Education and Social Justice: The role of Open Textbooks

Dr Glenda Cox

24 November 2021



28 703
STUDENTS

4 928 staff (1 184
academic and 3 744
professional,
administrative support
and service staff).





Centre for Innovation in Learning and Teaching
Sentrum vir Innovasie in Leer en Onderrig
IZiko loDalo - Nguqu kwezokufunda nokuFundisa

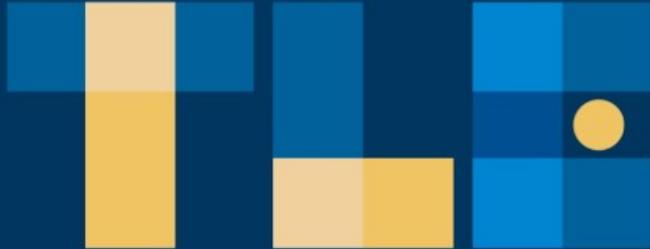


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TEACHING AND LEARNING ENCOUNTERS 2021

THIS EVENT IS ONLY OPEN TO UCT STAFF

TEACHING & LEARNING ENCOUNTERS 2021

Teaching and Learning Encounters 2021 is designed to encourage and provoke colleagues across UCT to share insights and reflect on experiences over the last 18 months, to plan for a post-pandemic future.

For information on South Africa's response to COVID-19 please visit the **COVID-19 Corona Virus South African Resource Portal**.

INNOVATION CONNECTION INSIGHTS OPEN SPACE

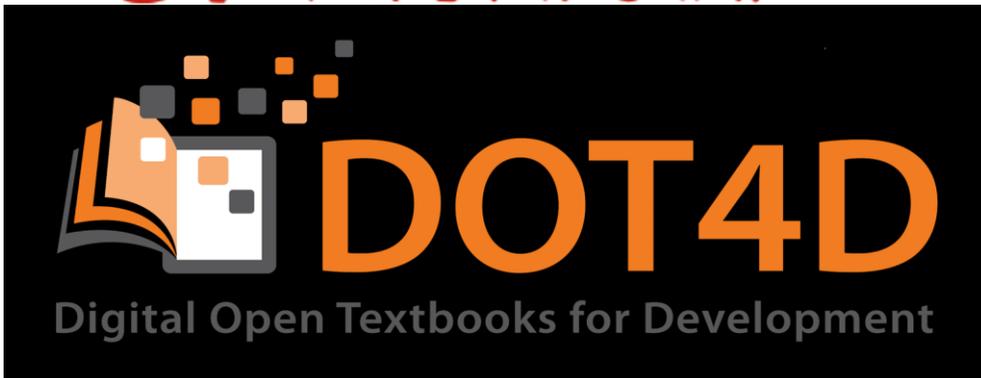




UNESCO CHAIR
IN OPEN EDUCATION
AND SOCIAL JUSTICE



Chair of OE Global
conference, Cape
Town, 2017



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 cited in Downes, 2007:1)



“Open Movement”

Open Source Software



The idea of OPEN in ...
Open Source Software

A collection of logos representing open source software. From top to bottom: MedWiki (a sun icon), OpenOffice.org (a blue and white logo with the tagline "the free and open productivity suite"), open source (a green circular logo), Open Source Days 2010 (a red and white logo), Drupal (a blue logo with a white eye), Sakai (a blue and white logo with a globe), Java (a red and white logo with a flame), and the Linux penguin mascot.

Open Access

The idea of OPEN in ...
Open Access

A collection of logos representing open access. From top to bottom: SHERPA/ROMEO (a green and red logo), OpenDOAR (a blue logo), DOAJ (a blue logo with the text "The Directory of Open Access Journals"), and Open-I-Gate (a blue logo with the text "Open-I-Gate is an electronic gateway to global journal literature in open access domain"). A large orange padlock icon is also present.

Open Society

The idea of OPEN in ...
Open Society

A collection of logos representing open society. From top to bottom: our water commons (a blue logo with the text "Our Water Commons seeks to transform social decision making for water stewardship towards participatory, democratic, community-centred systems that value equity and sustainability as a strategy"), Web of Change (a blue logo with the text "Web of Change connects the foremost thinkers and do-ers in social media, technology, and social change. They are growing a community of leaders working for transformation of organizations and the world."), and OPEN everything (a blue logo with the text "Open Everything is a global conversation about the art, science and spirit of 'open'. It gathers people using openness to create and improve software, education, media, philanthropy, architecture, neighbourhoods, workplaces and the society we live in - everything").

The Open Movement

Open Science

The idea of OPEN in ...
Open Science

A collection of logos representing open science. From top to bottom: The Open Science Project (a blue logo with the text "The Open Science Project is dedicated to writing and releasing free and Open Source scientific software."), Open Science Grid (a blue logo with the text "The Open Science Grid aims to promote discovery and collaboration in data intensive research by providing a computing facility and services that integrate distributed, reliable and shared resources to support computation at all scales."), and The Open Dinosaur Project (a green logo with the text "The Open Dinosaur Project was founded to involve scientists and the public alike in developing a comprehensive database of dinosaur limb bone measurements, to investigate questions of dinosaur function and evolution").

Open Licences

The idea of OPEN in ...
Open Licences

A collection of logos representing open licenses. From top to bottom: Creative Commons (a green logo with the text "Creative Commons") and GNU General Public License (a red logo with the text "GNU Operating System" and "GNU General Public License").

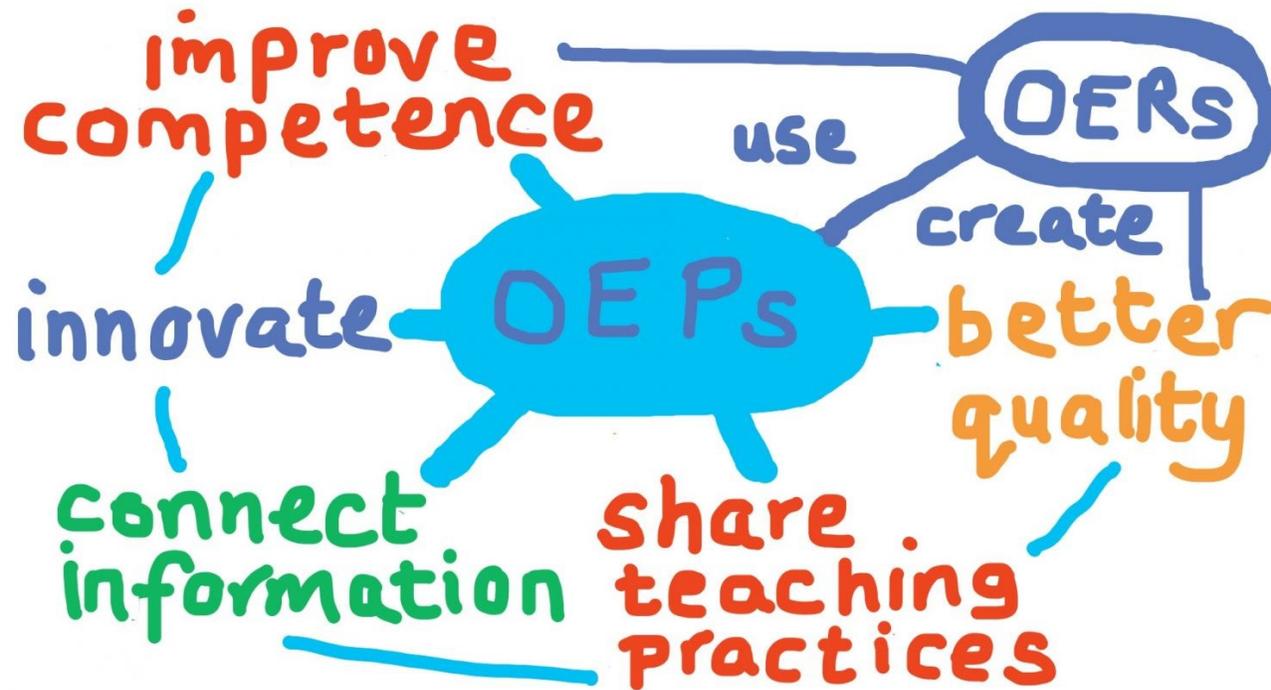


OPEN ACCESS WEEK 2021

It Matters How We Open Knowledge:
Building Structural Equity

OCTOBER 25-31

Open Educational Practice

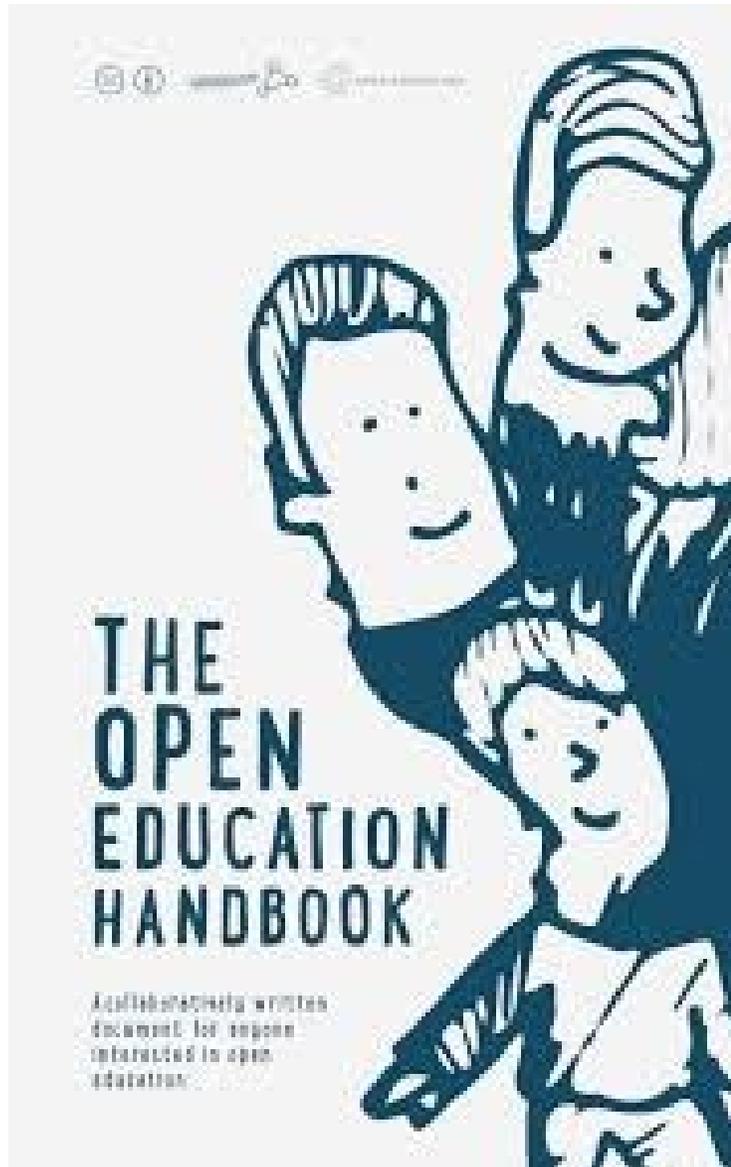


“the creation, use and reuse of open educational resources (OER) as well as open pedagogies and open sharing of teaching practices”
Cronin, 2017

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.





Covid-19, a catalyst for greater OER use worldwide?

 30/09/2021

 2 min

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

Jennifer Van Allen

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Lehman College, Bronx, New York, USA, and*

Stacy Katz

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Teaching with
OER during
pandemics

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Received 20 April 2020
Revised 8 May 2020
Accepted 19 May 2020

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



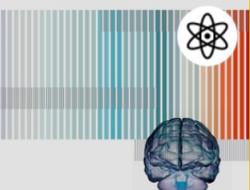


better sharing brighter future

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

 	 	 John Wood Community College: SLF 120 Introduction to Small Farm Viability	 Bio-logy 
 	 	 	 PLOS Publications 

“OER needs to be fully integrated into other systems” Tel Amiel (University of Brasilia where he coordinates the UNESCO Chair in Distance Education)

“Sustainability (of OER) is about developing the capacity of people” Lis Petrides (ISKME)

“OER has taken a significant place” Zeynep Varoglu, UNESCO Programme specialist



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

Colleagues & 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.

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’**



Social
Justice



Open
Education



Social
Justice

- Economic equity
- Cultural diversity
- Political inclusion

Open
Education

Open
Collaborative
Voices

Open
Textbook

Free
Digital affordances
Localisation



WUN
WORLDWIDE
UNIVERSITIES
NETWORK



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

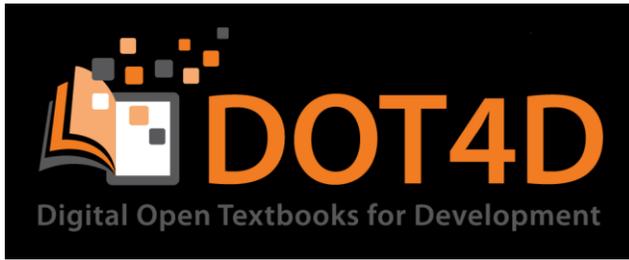
Political

- 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



- **Funders:** International Development Research Centre (IDRC), Canada
- **Period:** July 2018 - January 2022
- **Host institution:** Centre for Innovation in Learning and Teaching, University of Cape Town
- **Context:** UCT, South Africa



Fees must fall, Picture by Ian Barbour; Wikimedia, CC BY-NC-SA
<https://www.flickr.com/photos/barbourians/22697273532/in/photostream/>

Project General Objective:

To contribute to improving *inclusion* in South African higher education by addressing equitable access to appropriate and relevant learning resources.



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).

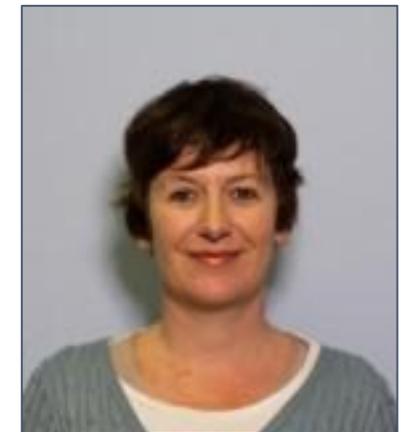
Open education projects in CILT funded by the Canadian International Development Research Centre (IDRC), Andrew W Mellon Foundation, Carnegie Foundation and Shuttleworth Foundation.



Dr Glenda Cox
Principal Investigator



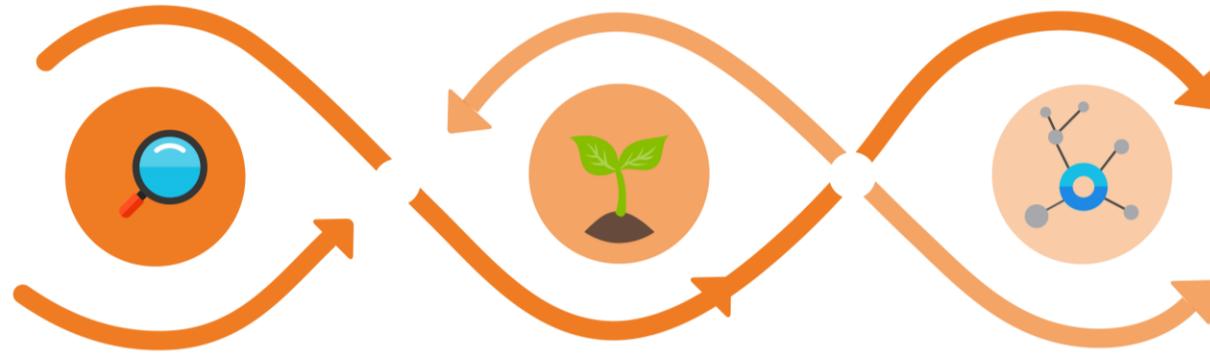
Bianca Masuku
Researcher



Michelle Willmers
Publishing &
Implementation Manager



DOT4D



Case studies

Identify optimal approaches to open textbook design and publishing.

Grants

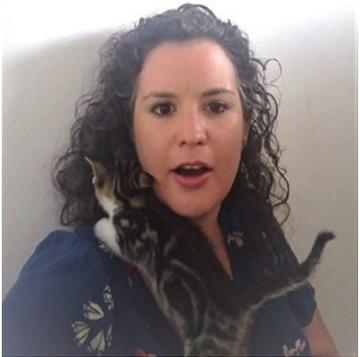
Support open textbook publishing at UCT that prioritises strategies for integrating student perspective, curriculum transformation and sustainability.

Advocacy

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

Digital Open Textbooks for Development





Drivers/motivation	Social Justice dimension (Fraser, 2005)	Affirmative/ameliorative response
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

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).



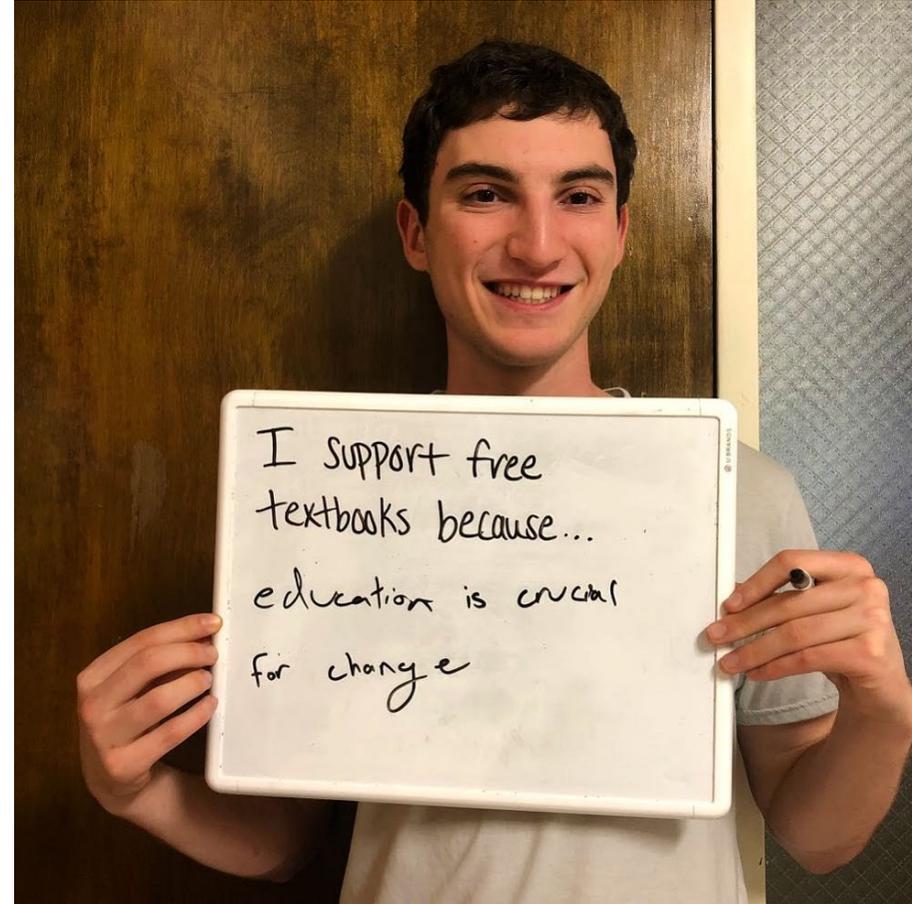
Announcing the 2021 UCT Open Textbook Award winner

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.

Student voices



[openstax](#)

We visited the University and spoke with students about their perspectives on free textbooks. Check back tomorrow to see another student's perspective. [#orstudentsorever](#)

“Open is a gift on offer. Like any gift, it is up to you whether you think it is worthwhile to accept it. We only ask that you consider” (Biswas-Diener & Jhangiani, 2017:6)



A Call to organise open education.....

What are we organising against?

The current emphasis of market value of HE (via Neoliberalism)

Technological monopolies (technology is never neutral)

Perpetuating injustices

Racism

Economic exclusion

Competition for gain

What are we organising for?

- Equity
- Access
- Intersectionality
- Collaboration
- Community
- Voice
- Generosity
- Care



Related documents

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>

Cox, G., Masuku, B. & Willmers, M. (in press). Open Textbooks, Intuitive Pedagogy and Social Justice.

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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>

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Thank you





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Este webinar se desarrolló en el marco del proyecto "Educación abierta e inclusiva: WUN and UNESCO training & research networks" financiado por la red WUN.





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Requirements for obtaining the certificate of participation

3 questions per Webinar

During each Webinar, 3 questions will be shared and must be answered.



Initial and final survey

Both forms should be answered, the initial survey will be sent in the first Webinar and the final survey will be shared in the last one.

Minimum attendance to 8 Webinars

You must register your participation in at least 8 Webinars.

Question 1: From your perspective what is the biggest barrier to extensive use and creation of Open Textbooks?

- Lack of policy (guidelines)
- Institutional culture
- Reluctance to change practice
- Concerns about quality of materials
- Lack of time and recognition

Question 2: Where do you think marginalised voices including students play a role in Open Textbooks?

- Design of materials
- Creation
- Co-creation
- Feedback
- Review of content

Question 3: Please explain how students can take on that role? Give an example if you have one.

