

Open Education & Social Justice: Workshop 1

Value Propositions for Higher Education

Cheryl Hodgkinson-Williams

UNESCO Chair: Open Education and Social Justice

University of Cape Town

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Centre for Innovation in Learning and Teaching
Sentrum vir Innovasie in Leer en Onderrig
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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair on
Intangible Cultural Heritage Policy
and Law at the Latvian Academy of Culture



Overview

Challenges, value propositions and activities to address:

- **Economic**
- **Cultural**
- **Political**

dimensions for open education to be socially just.

(drawing upon general research, ROER4D project, interviews with AMICAL colleagues)



In what ways can open education
be socially just?



What is open education?

The background image shows a bright, minimalist study area. A white rectangular table is set with a laptop, two orange paper coffee cups, notebooks, and pens. White plastic chairs with a perforated backrest are arranged around the table. In the upper right corner, a green monstera plant is partially visible. The scene is brightly lit, suggesting a sunny day near a window.



Benson Ali, Director Digital Services of the American University of Nigeria (AUN,) is speaking later today on the Textbook affordability initiative at AUN.

The AU Nigeria Library is working on a project meant to facilitate the use of E-textbooks and the adoption of OER and [Open Access Resources] OAR to make learning more affordable. The major players in the experiment are faculty, technologists, student workers and librarians, who initially worked in an open office for easy collaboration.

“The AUK Library has been involved in advocacy activities such as Open Access week & submitted a proposal to AUK in 2016 to investigate alternatives to the high cost of educational materials, including Open Educational Resources (OER) and open textbooks” (Asma Allanan, AUK, January 2019)





ACTIVITY 1

In pairs, use the white cards to write down what you understand by the concept '**open education**'.

Activity 1:

Group ideas

EDUCATION THAT HAS NO
BARRIERS

↳ CAN USE / PRODUCE / ADAPT
OPEN RESOURCES

↳ INVOLVING OPEN CONNECTIONS
BETWEEN PEOPLE

↳ COULD BE TRANSPARENT

Educational

- Making accessible to you
without any price barriers
& copyrights barriers,
- Open Education is perhaps a
collaborative & co-created.

model of education
whose boundaries are
not set by economic, ^{social}
constraints

learners take advantage
of open resources,
use them and share

Open education is an
initiative/movement that
ensures access to content

- Collaborating
- Creation
- Sharing

Open education -

- it's for everyone
- flexible
- provides opportunities

Freedom - to learn
possibility to share and
collaborate

creating learning materials
that can be shared openly

Activity 1:

Group ideas (cont.)

EDUCATION THAT HAS NO
BARRIERS

CAN USE/PRODUCE/ADAPT
OPEN RESOURCES

↳ INVOLVING OPEN CONNECTIONS
BETWEEN PEOPLE

↳ COULD BE TRANSPARENT

Education

- Making accessible to you
w/ that any price barriers
& copyright barriers,
- Open Education is participatory
collaborative & co-created.

model of education
whose boundaries are
not set by economic, ^{social}
constraints

learners take advantage
of open resources,
use them and share

Open education is an
initiative/movement that
concerns access to content

- Collaborating
- Creation
- Sharing

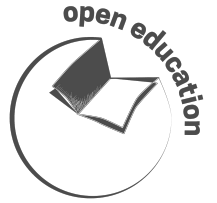
Open education -

- it's for everyone
- Flexible
- provides opportunities

Freedom - to learn
possibility to share and
collaborate

creating learning materials
that can be shared openly

What is open education?



“

*This emerging open education movement combines the established tradition of **sharing good ideas with fellow educators** and the collaborative, interactive culture of the Internet. It is built on the belief that everyone should have the freedom to **use, customize, improve and redistribute educational resources** without constraint.*

”



What is social justice?



ACTIVITY 2a

Individually write down the first three words that come to mind when you think of '**social justice**' - each on a separate **yellow card**.



ACTIVITY 2b

In groups of four
compare your concepts
of **social justice** and
group similar concepts
together.

Activity 2a & b: Group ideas

Equity and equal opportunities are key themes

EQUITY

equity

Social justice

- Equity -

Social Justice

equitable Ownership

EQUALITY ✓

ALTERNATIVE

FAIRNESS +

- human rights ✓
- equality ✓
- freedom of speech

equal opportunities for
all - Everyone

EQUAL OPPORTUNITIES

→ equal rights to everyone

civil rights ✓

Activity 2a & b: Group ideas cont.

Equality and fairness
are also key themes
in social justice

EQUALITY

equality

equality

equality (equal opportunity)

- all are equal
- ~~No discrimination~~

→ fair regulation of any
issues

fairness
inclusiveness
equality ✓

fair
equity
advances opportunities

- 1 Fairness
- 2 No obstacles
3. No exploitation

freedom

What is 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.*

”



In what ways can open education
be socially just **ECONOMICALLY?**

Economic challenges facing higher education: Economic **maldistribution** (Fraser, 2005) include:

- Rising costs of hard-copy textbooks and e-books
- Unaffordability of textbooks so all students not able to annotate own copies
- Borrowing of resources from peers
- Use of old or out-of-date materials
- Not using textbooks at all



Simon Kuestenmacher

@simongerman600

Follow

Price changes in textbooks versus recreational books over the past 15 years. US textbooks are an infamous way of ripping off students. Source: buff.ly/2ERoN56



What is the **ECONOMIC** value proposition of open education?

Equitable access

Economic redistribution (Fraser, 2005)

- Substantially reduce the costs of educational resources for students, parents and/or bursars & for university libraries
- Make it easy for everyone to access current educational materials
- *“With open learning, people have greater access to higher education material than ever before, at their pace and time and from anywhere in the world”* (Scott & Tomadaki, 2007, cited in Panke & Seufert, 2013).

February – 2019

On the Efficacy of Open Educational Resources: Parametric and Nonparametric Analyses of a University Calculus Class



Huimei Delgado¹, Michael S. Delgado¹, and John Hilton III²

¹Purdue University, ²Brigham Young University

Abstract

Open educational resources (OER), which are free and openly licensed educational materials, have been a widely discussed topic in response to high textbook costs, the need for more pedagogical flexibility, and inequality in access to educational materials. In this study we examine the efficacy of OER through a quantitative analysis of the impact of OER on student final exam performance in a large calculus course. Our dataset affords us a relatively large sample size, allows us to classify students in both treatment and control groups, and includes a variety of covariates that allow us to control for multiple correlated factors.

While cost-savings is not an explicit part of our study, we do feel that it is notable that the adoption of **OER collectively saved students** in Fall 2015 at least of \$101,700.50 (given the actual minimum per-student cost of \$60.50 costs in Fall 2014).

This is a deliberate underestimate; depending on the number of students who would have purchased a hard copy and/or only took one semester of calculus, the savings could be much higher” (H. Delgado, M.S. Delgado & Hilton III, 2019)

In relation to economic injustice or maldistribution, the findings of the ROER4D project suggest that educators and students in the Global South can be impeded from full participation by the lack of access to material resources due to:

- interrupted **power supply**
- dysfunctional **technological infrastructure**
- unaffordable and/or unstable **connectivity**
- inadequate **digital literacy skills**

These types of obstacles need to be addressed through a range of more anticipatory open practices by OER creators, but will ultimately need governments, donor agencies and corporates to provide more equitable and affordable access to students and educators.



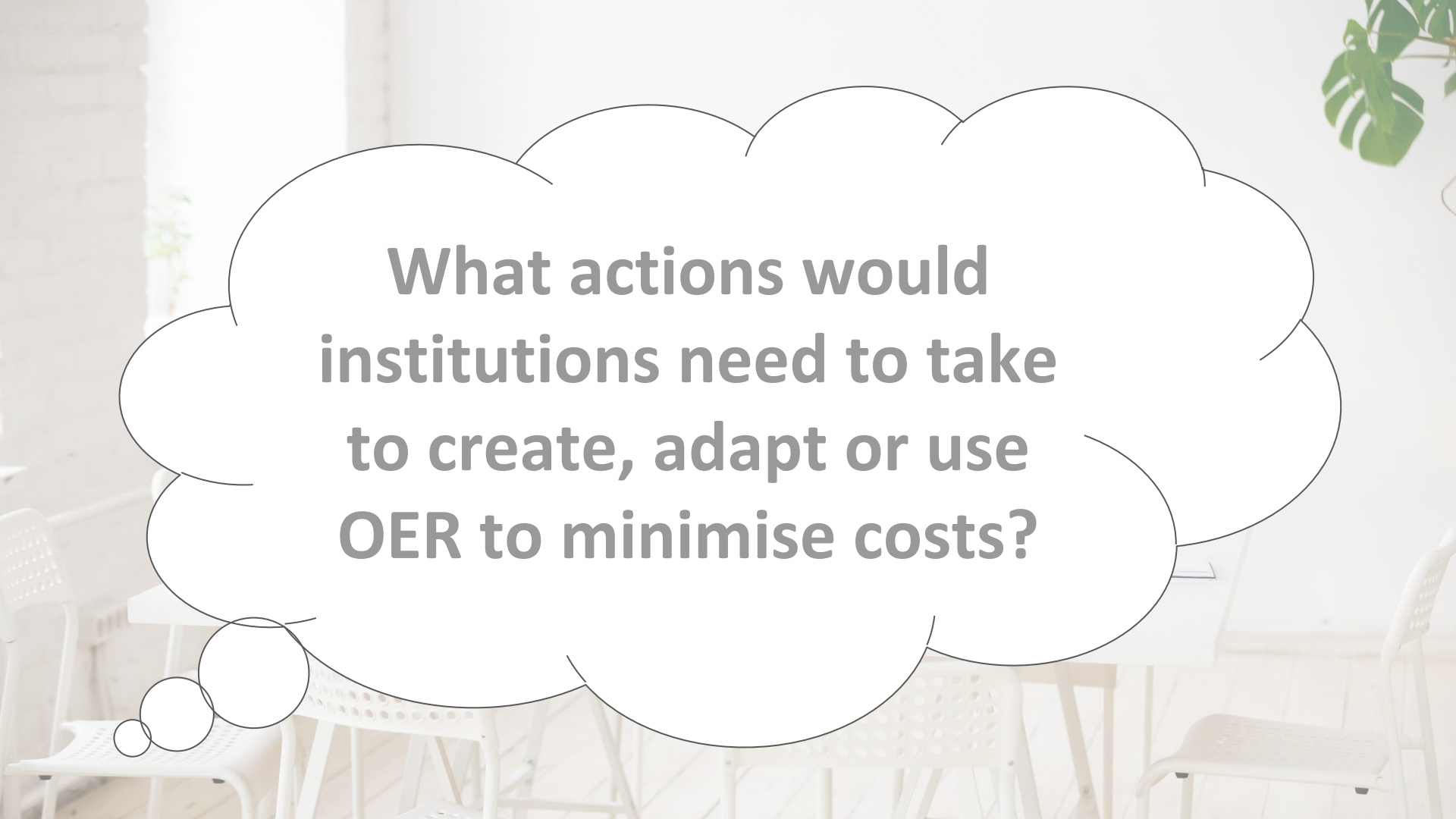
<https://auca.kg/>

*“We are adopting Open Educational Resources out of necessity as the library currently needs to hold multiple copies of textbooks and this requires **a great deal of storage space**. Furthermore this money can be saved and rather used for other pressing needs”. (Jyldyz Bekbalaeva, AUCA, January 2019)*

Assistant Professor of Psychology, Stavros Hadjisolomou, at the American University of Kuwait, reveals that his experience of using open educational materials as a student in the United States encouraged him to identify and use open materials that are cheaper for his students. (January 2019)



<http://www.auk.edu.kw/>



**What actions would
institutions need to take
to create, adapt or use
OER to minimise costs?**



ACTIVITY 3

In groups from the same institution (where possible), an **orange card** to write down what **actions your institution needs to take** to make open materials more **readily accessible** to students.

Activity 3: Group ideas

Advocacy among faculty a
key activity in adopting Open
Education

INFORM AND SUPPORT
BY COLLECTING RESOURCES

(→ across AMULAL

- inform people /
provide advocacy

~~advocate~~

faculty awareness survey

① Advocate

CONVINCE FACULTY

- Sell them the idea of OER
+ Cost effective
+ Accessible
+ small investment → big impact
do it locally → go globally

Changing faculty members'
attitudes towards OER

Activity 3: Group ideas cont.

Making sure that materials are available in an open repository seems to be a key thread in making Open Educational Resources accessible to all.

- create a pool of ^{resources} ~~resources~~
for students & faculty

INVESTING IN LOCAL REPOSITORY

Repository
(consortial)

Quality
review
of collections

INCLUDE IN DISCOVERY/
CATALOG

redesign the space

Library reserve

Maybe we could consider curating (gathering links to resources) as well!



In what ways can open education
be socially just **CULTURALLY?**

CULTURAL challenges facing
higher education: Cultural
misrecognition (Fraser, 2005)

- Certain knowledges are accorded less respect
- Certain groups in society are marginalised
- Certain languages are less esteemed

“McGregor and Park (2019) show that although the export of higher education from the global north to the global south (for profit) offers access to knowledge to previously excluded millions, it also places people of the south in a ‘**double bind**’. On the one hand the marketisation of higher education and digital technologies democratise access to knowledge, but on the other they reinforce the ideological and cultural dominance of the north. “ (Harrison & Luckett, 2019: 261)

What is the **CULTURAL** value proposition of open education?

Cultural equality

Cultural **re-acculturation** (Hodgkinson-Williams & Trotter 2018)

- Revalue devalued knowledges
- Acknowledge and respect perspectives from marginalised groups in society
- Assert the value of lesser used languages

OER in other languages

Dr. Tannis Morgan @tanbob · Jan 12

The [#oloer](#) post about math [#oer](#) textbooks in Finnish is by far the most popular post of the last couple of months. [oloer.opened.ca/k-12-math-open...](#) I'm surprised to learn the sprint happened in 2012
[creativecommons.org/2012/10/23/opp...](#) [#Open](#)



Oppikirjamaraton: How to Write an Open Textbook in a Weekend - Cr...

One Thursday a few weeks ago, just as most of us at Creative Commons were on our way home for the evening, we saw this startling tweet: @crea...

[creativecommons.org](#)

With respect to cultural inequality or misrecognition, findings from the ROER4D project suggest that educators and students in the Global South can be deprived of participatory parity due to the:

- current domination of **Western oriented epistemic perspectives**; and
- **hegemonic English-language OER** unless the opportunity to create or, at least, localise and redistribute OER in preferred languages and from alternative epistemic stances, is grasped and recognised.

The ROER4D project showed that students and educators were likely, if at all, to

- use existing OER “as is”; and
- then store adapted OER on password protected learning management systems thereby unwittingly restricting access to local interpretations or stances on knowledge.



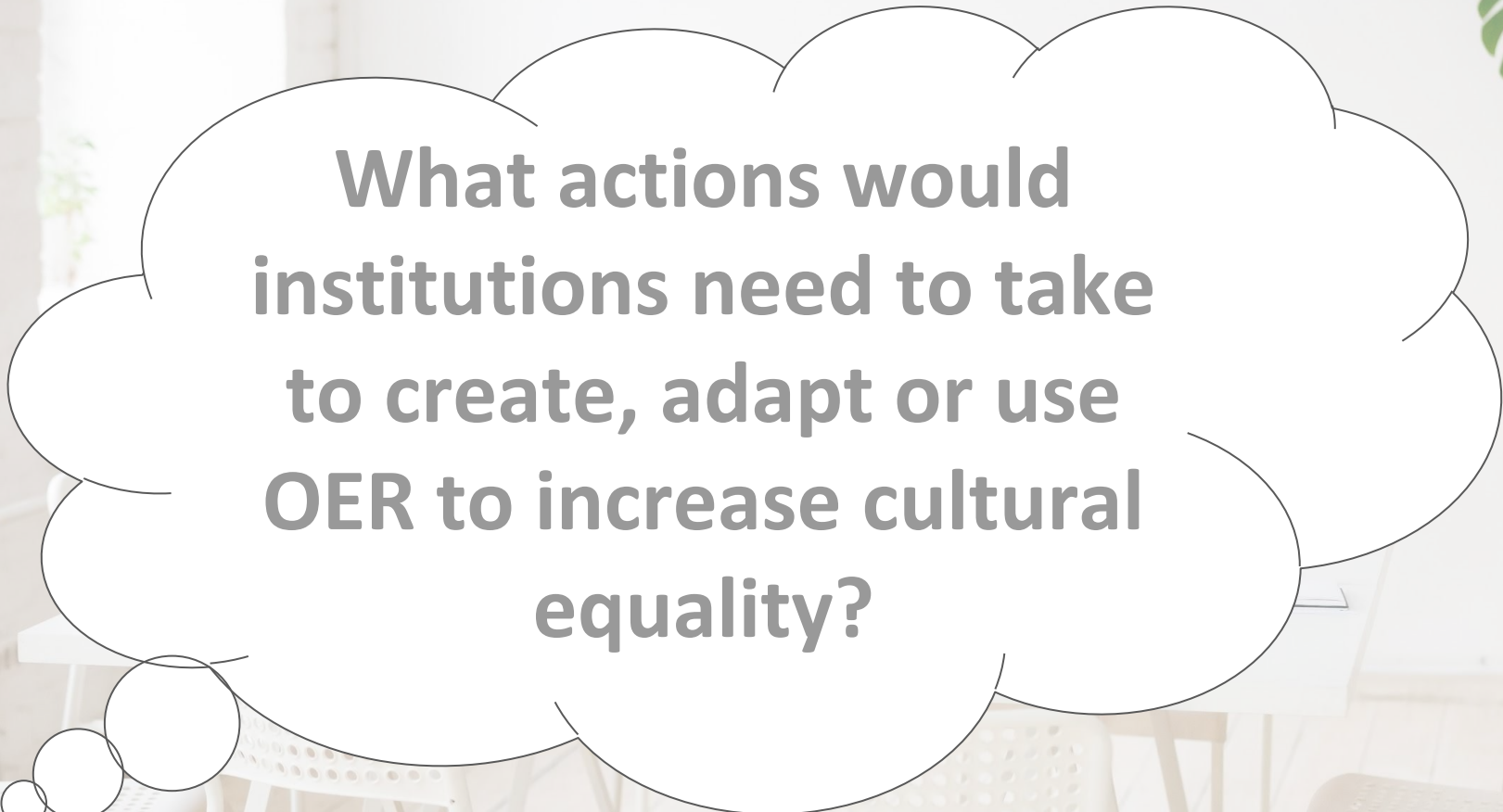
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Sociology faculty members, Aisuluu Namasbek Kyzy and Shirin Tumenbaeva, reported that they had used the Open Stax Introduction to Sociology as a core readings, but were collecting students' work to publish as OER to better illustrate Sociology in the Kyrgyz Republic. (AUCA, January 2019)

"one of the key tensions with OER and/or open textbooks is that there are not sufficient open materials beyond the introductory courses. Publishers make the use of their proprietary materials "irresistible" as they include websites with experimental simulations that few teachers have the time or skills to create. Although as a principle I would like to use OER and/or open textbooks, if there are insufficient open materials for specialised teaching, then using the "full set of tools" provided by proprietary publishers is the most compelling option."
(Stavros Hadjisolomou, AUK January 2019)



<http://www.auk.edu.kw/>



**What actions would
institutions need to take
to create, adapt or use
OER to increase cultural
equality?**



ACTIVITY 4

In groups of 3-4 (from any institution), use green cards to write down what **actions you and/or your institution need to take** to make open materials more **culturally equitable**.

Activity 4: Group ideas

To be culturally equitable one key step seems to be creating materials in local languages.

Translating local
material
to English
&
vice versa

- agree
- ~~local~~ language

Create texts
in both English

& languages

available in different
languages

languages / instructions in English

Local

languages ?

Activity 4: Group ideas cont.

Local case studies in
local languages

Consortial

collections

Consortial

contributions

PARTICIPATORY.

Open Peer Review/

Annotation

Share knowledge and
experiences

Share expertise to
identify strengths

- Inserting local case
studies / examples.

Showcase to local
faculty examples of
localized OER

Culturally relevant/
Contextual examples
within the material.
(when language isn't
flexible for change)

Localize
existing

OERs

1. Re use
2. Freely available
3. not cost
4. Re-use
5. change



In what ways can open education
be socially just **POLITICALLY?**

POLITICAL challenges facing
higher education: Political
misframing (Fraser, 2005)

- Certain groups and/or individuals have the uncontested power to make decisions about the curriculum, resources, etc.
- National and/or institutional copyright regulations and/or policies may inhibit the sharing of educational materials produced in the course of academic work

What is the **POLITICAL** value proposition of open education?

Political legitimacy

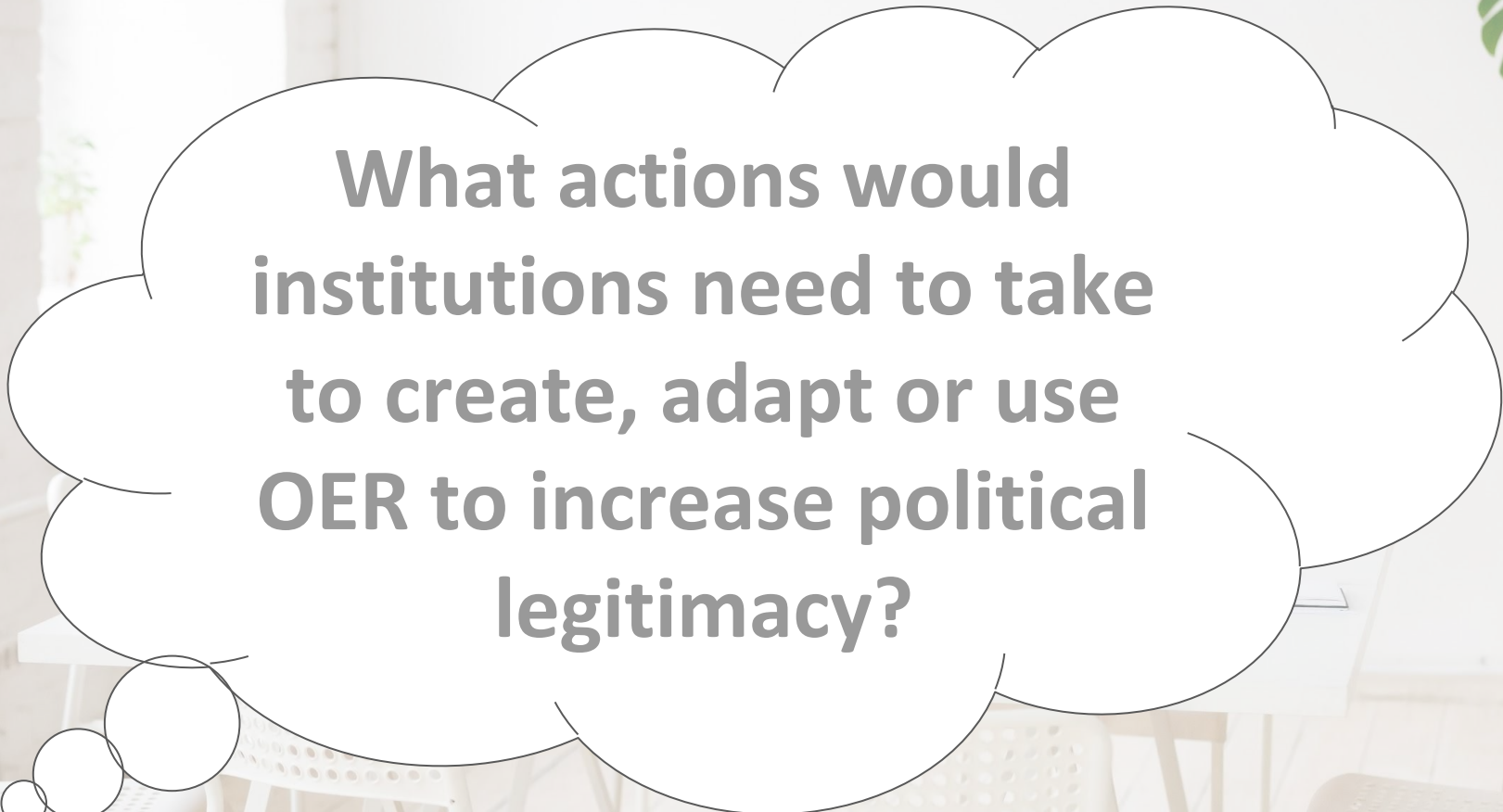
Political **re-framing** (Fraser, 2005)

- Provides a way for students and lecturers to challenge the hegemonic knowledges inherent in course curricula, resources, etc.
- Gives decision-making power to those who are usually seen as subordinate to the dominant power

Referring to the political dimension in the context of OER representation (e.g. geographical, urban/rural, gender) and decision-making power (e.g. institutional, national and global) are important to consider, lest **“those who suffer it may become objects of charity or benevolence [...] or non-persons with respect to justice”** (Fraser, 2005, p. 77).

The ROER4D findings allude to devaluation or what Fraser terms “misframing” where students and educators have few ways of challenging their position in institutional, national and international processes.

The ROER4D project highlights the need for educators to have copyright over their work in order to licence their teaching materials so that they have the choice to share them as OER.



**What actions would
institutions need to take
to create, adapt or use
OER to increase political
legitimacy?**



ACTIVITY 5

In groups of 3-4 (from any institution), use the sheet in front of you to write down what **actions you and/or your institution need to take** to make open materials more **political legitimacy**.



Any other questions?

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Extra slides



73

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The idea of open education

Som Naidu

Pages 1-4 | Published online: 22 Feb 2019

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EDITORIAL

The idea of open education

The December 2018 Open Education Leadership Summit in Paris was replete with interest in the adoption of open educational practices. The event, organized by the International Council for Open and Distance Education and the Open Education Consortium with the support of the French Ministries of Higher Education, Research and Innovation, and National Education and Youth, was unequivocal in the support of the potential of open educational practices for addressing and meeting the aspirations of the United Nations Sustainable Development Goals, especially Goal 4.

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