

SIYAPHUMELELA NATIONAL SERVICE WORKSHOP

Student co-creation of open textbooks to address sense of belonging and student success

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Centre for
Innovation in
Learning and
Teaching



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IN OPEN EDUCATION
AND SOCIAL JUSTICE



Workshop outline

Introduction

Part 1: Open education practice as a means to address social (in)justice in the classroom

Activity 1

Part 2: Co-creation and building students' sense belonging

Activity 2

Part 3: The importance of attribution and recognition in (open) education practice

Activity 3

Closing comments

In the course of this workshop ...

You will be building the foundation of a framework for student co-creation activity.

Use this guide to capture details relating to your context as we progress: <https://bit.ly/3Y2U7Vi>

Digital Open Textbooks for Development (DOT4D)

Best Open Practice

2021

Glenda Cox for the [The Digital Open Textbooks for Development \(DOT4D\)](#) project.



Glenda Cox

Principal Investigator

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Publishing & Implementation Manager

Bianca Masuku

Researcher

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.

Now an institutionally funded UCT initiative.



DOT4D objective

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

Operating against backdrop of widening inequity, exacerbating crisis in access and representation.

Part 1:

Open education practice as a means to address social (in)justice in the classroom and build students' sense of belonging



What is Open Education?

Open Education encompasses resources, tools and practices that are free of legal, financial and technical barriers and can be fully used, shared and adapted in the digital environment. It maximises the power of the Internet to make education more affordable, accessible and effective.

(Source: [SPARC](#))



OER = Free + Permissions

Retain Reuse Remix Revise Redistribute

What is an open textbook?

- An open textbook is a digital, freely available collection of scaffolded teaching and learning content.
- An open textbook is published under an open licence.
- An open textbook has affordances for engaging students in collaborative, inclusive authorship, quality assurance and publishing approaches.
- An open textbook has affordances for integrating multimedia and third-party content, thereby enabling a wide range of epistemic representation.

Open educational practices

“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.**”

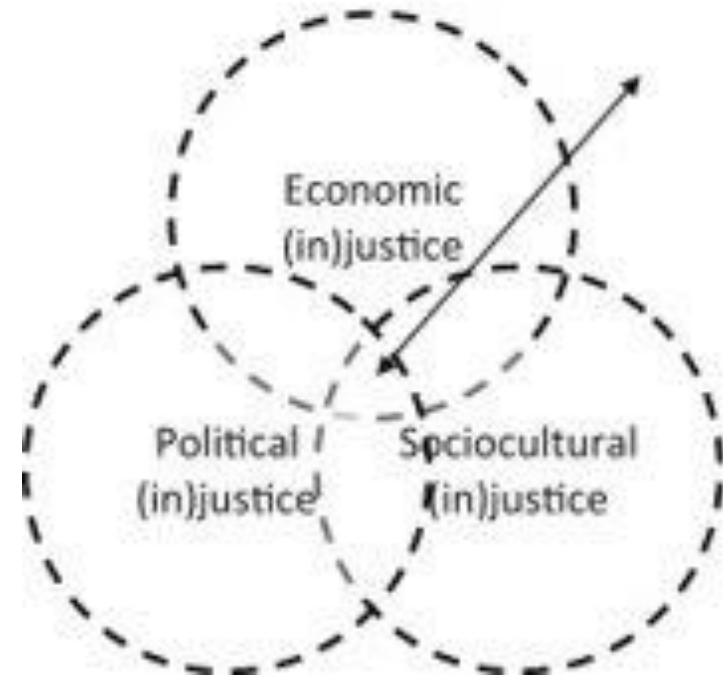
(Cronin, 2017)

What is social justice?

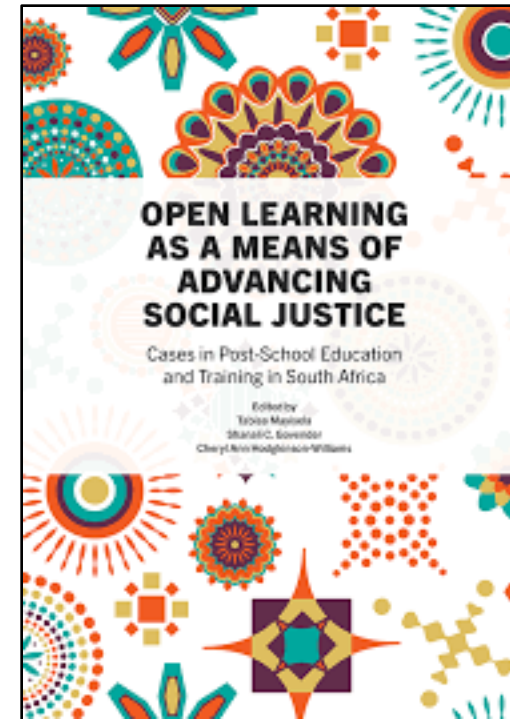
Nancy Fraser considers social justice as **'participatory parity'** – economically, culturally and politically



*"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)*



Social justice imperative



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Social justice as a framework to understand the potential of open education



“At the heart of the open educational resource movement is the intention to provide affordable access to culturally relevant education to all ... in a manner consistent with social justice.”

(Hodgkinson-Williams & Trotter, 2018)

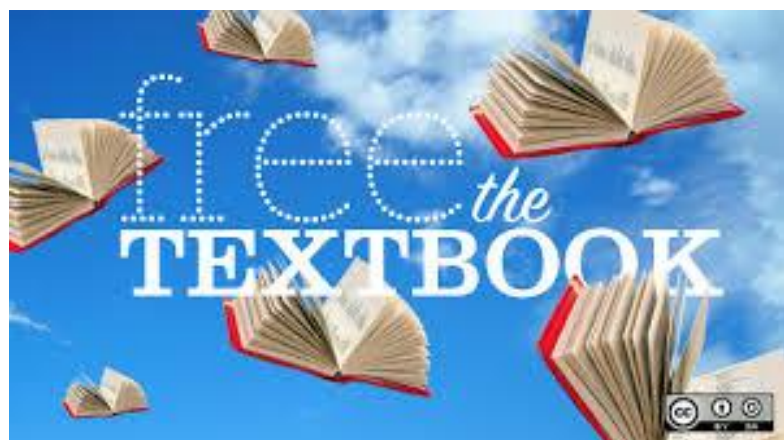


Social justice

- A. Economic 'distribution'
- B. Cultural 'recognition'
- C. Political 'representation'

Open textbooks

- A. Free
- B. Digital affordances for adaptability
- C. Co-creation



Open education

- A. Open licensing
- B. Localisation
- C. Voices of collaborators and students

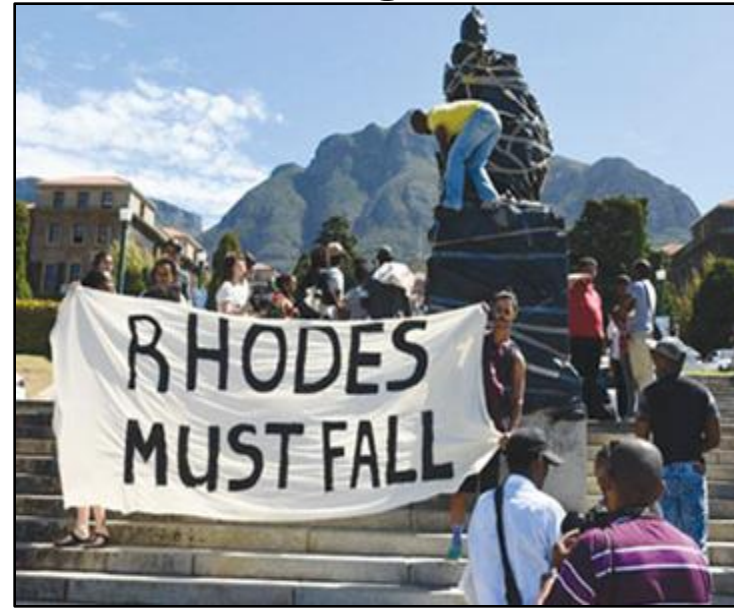


Open textbooks as a means to address economic distribution, cultural recognition and political representation

Economic distribution



Cultural recognition



Political representation



<https://edition.cnn.com/2015/10/27/africa/fees-must-fall-student-protest-south-africa-explainer/index.html>

<https://africanarguments.org/2021/06/fallisms-faultlines-the-paradoxes-of-fees-must-fall/>

<https://www.buzzfeed.com/husseinkesvani/oxford-campaign-rhodes-must-fall>

Student co-creation of open textbooks



Class involvement approach in co-creation

- Whole class
- Part of the class
 - Selectively invited
 - Open invitation
- Before the textbook production process
- In the textbook production process
- After the textbook production process



Student roles in open textbook co-creation initiatives at UCT

Author

Co-editor

Translator

Propose

Propose relevant material to be used in the textbook

Test

Test content to make the textbook more understandable and accessible

Review

Review to eliminate expert blind spots

Design

Design quizzes and multiple choice questions

Design book concept and approach to layout

Typeset

Typeset pages for the textbook

Proofread

Proofread text to ensure consistency, correct grammatical errors and format references

Assist

Assist with editorial, technical, curatorial and administrative aspects

Collaborate

Collaborate with staff and peers to bring their culture into the content

Activity 1: Reflection

Open textbook creators

What is your approach in terms of:

- Purpose of open textbook co-creation
- Context
- Class involvement approach
- Possible roles students could play

Open textbook advocates

What are the obstacles or opportunities you envision around different class involvement approaches?

See the *Open Textbook Student Co-Creation Guide* for pointers to aid your reflection: <https://bit.ly/3Y2U7Vi>



Part 2:

Co-creation and building students' sense of belonging



Catherine Bovill from the University of Edinburgh has written extensively on co-creation in teaching and learning.

We used her categorisation to think about co-creation and to develop models of co-creation with students to produce open textbooks.

**A synthesised framework to
illustrate student partnership
projects
(adapted from Bovill, 2019)**

Bovill (2019) terms of inclusion

(adapted by Cox et al. 2022)

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

	Terms of inclusion: Colleagues			Terms of inclusion: Students		
	Authorship	Quality assurance	Publishing	Authorship	Quality assurance	Publishing
Mechanical engineering	Engagement	Participatory design	None	Engagement	Participatory design	None
General surgery	Participatory design	Participatory design	None	Participatory design	Participatory design	None

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

	Terms of inclusion: Colleagues			Terms of inclusion: Students		
	Authorship	Quality assurance	Publishing	Authorship	Quality assurance	Publishing
Marketing to SA consumers	Co-creation: co-design	Participatory design	Participatory design	Co-creation: co-design	[Ongoing: Engagement]	None

Bovill terms of inclusion (cont.)

Partnership

Collaborative; contribute equally; some pedagogical conceptualisation and decision-making; implementation and analysis

	Terms of inclusion: Colleagues			Terms of inclusion: Students		
	Authorship	Quality assurance	Publishing	Authorship	Quality assurance	Publishing
Complex numbers	Partnership	Partnership	Participatory design	Co-creation: co-researcher Co-designer, representative, consultant	Participatory design	None
Computer science	Partnership	Partnership	Participatory design	Engagement Co-creation: consultant	[Ongoing engagement]	None
Chemistry	Partnership	Partnership	Participatory design	Co-creation: co-researcher	Co-creation: representative	None

A SENSE OF BELONGING



Belonging is about an emotional attachment, feeling-at-home, in a safe space
(Yuval-Davis, 2011, p. 4)

Principles based on an ethics of care, mutual trust and respect.

In HE it would mean being an intrinsic part of the system, with social connections, interactions with peers, staff and curriculum and breaking down barriers to foster student's emotional engagement with their learning (Le Roux & Groenewald, 2021).

AT UCT co-creation of open textbooks gave students a sense of value and being part of a department

Image by Buru Koleli for OBlx Fine Arts



Power dynamics

Aspects of (in)justice and (un)belonging cannot be discussed without the recognition of traditional power dynamics.

Parity is difficult to achieve and traditional power differences between lecturers and students still exist and are difficult to resist without a culture of partnership and ambitions of being equal members within the university.

Co-creation and the student/lecturer power balance

(from Cox & Masuku, in press)

Tilting of power

Author 1 included the whole class but admits that there was 'structure'. Students were given a template that was edited. Students had little agency to be creative or make decisions about their curriculum.

Author 2 had selected excellent students. His approach was 'free form' but they had specific roles. Bovill argues that these few students are already super-engaged and this results in exclusion.

Shifting of power:

Author 3 approach was to invite students into co-creation, getting 'buy-in' and have students move between categories (Bovill's-we showed him) towards co-creation as being the ultimate. He was humbled by the student's expertise and gave them agency

Activity 2: Group discussion on power dynamics

Sharing power is an important aspect of belonging. And that belonging is important in terms of student success.

- How do you feel about giving students power in the co-creation of education materials?
- What are your thoughts on what this means for their sense of belonging?

See the *Open Textbook Student Co-Creation Guide* for pointers to aid your reflection: <https://bit.ly/3Y2U7Vi>



Part 3:

Recognition and attribution in co-creation





Why is attribution important?

- It is a fundamental aspect of scholarly practice and an evolving skill.
- It tells the readers where information is taken from.
- It provides perspective and credibility to the work.
- Through attribution, the creator can receive credit for their work.
- **Paying attention to attribution contributes to a virtuous cycle which is based on respect for the creator. (“The currency of recognition.”)**

Why is recognition important in terms of student success?

- > Recognition correlates strongly with a sense of belonging
- > A sense of belonging correlates with student success

The lecturers profiled in Cox & Masuku (forthcoming) all strive to create enabling environments which are conducive to building students' sense of agency, recognition and mutual trust – all of which are key aspects of belonging.

The ultimate end goal of all this work is student success.

Ways of recognising and/or rewarding student participation

Marks for coursework

Financial compensation

Other compensation
(e.g. food, t-shirts, paraphernalia)

> Consequence: Status (“fame”)

> Consequence: Belonging and a sense of
agency > **academic success**

Attributing student contributions

STUDENT COLLABORATORS, HATA3 CLASS OF 2019

Abdullatif, Taariq	Goatley, Hylton	Machaba, Justice	Rossouw, David
Abrahams, Brad	Goolam Mahomed, Zaakirah	Madhlopa, Tawonga	Sandleni, Siphesihle
Ashton, Mila	Gorton, Aidan	Maila, Dineo	Satchwell, Georgia
Auckloo, Rahul	Gutter, Juan--Amie	Malherbe, Henk	Saxe, Josh
Barry, Josh	Gwilika, Zikho	Massey, Luke	Shepherd, Matt
Benjamin, Samantha (Tutor)	Harris, Ameer	Maurice-Mopp, Zinhle	Shozi, Snenhanhla
Bester, Saajidah	Hendricks, Aliyah	Mfundisi, Asisipho	Sikwana, Sanele
Boshoff, Nicola	Hendrix, Zach (Tutor)	Mhlakaza, Khumalo	Smit, Ciske (Tutor)
Bove, Dylan	Henkerman, Imtiyaaz	Mila, Phiwe	Solomon, Erin
Brown, Oliver (Tutor)	Herbert, Rachel	Min, Ki	Somo, Yunene
Cairns, Caitlin	Jackman, Nicole	Mlengeya, Sabunada	Steenkamp, Jodia
Cassim, Shakeena	Jacobs, Chloe	Monaff, Shafee	Thomas, Anna
Chames, Gabriel	Jacobs, Nina	Moss, Luke	Van Biljon, Ruben
Coetzee, Jared	Jassat, Mikail	Ndlovu, Aphelele	Van Der Schyff, Aadam
Czech, Sasha	Jellicoe, Leslie	Ndlovu, Thandokuhle	Van Der Schyff, Imaan
Davids, Sara	Johnson, Aj	Ndungu, Amy	Van Zyl, Jeannie
Davis, Saliegh	Kahn, Britani	Ngonyama, Mzamo	Versfeld, Jason
De Vos, Dylan	Krat, Katya (Tutor)	Ntuntwana, Siya	Wygiers, Isabel
Dhliwayo, Dakarai	Kruyer, Joy	Pais, Micaela	
Dower, Bella	Lee, Seungju	Plumbley, Rebecca (Tutor)	
Engelbrecht, Kita	Lewis, Caitlin	Presbury, Tim	
Erasmus, Luke	Liebenberg, Marian	Punchoo, Kaushal	
Essack, Inayah	Lee, Seungju	Rantai, Naledi	
Februarie, Chanderpaul	Lewis, Caitlin	Regal, Arshad	
Geldenhuis, Cara	Liebenberg, Marian	Rooy, Cole	

Product Tactics

CHAPTER

13

Gift Phala

Introduction

In this chapter, we look at how product-related tactics form a crucial part of the overall marketing mix. As outlined in the definition of marketing (Chapter 1), the chances of success

In a world where so much content is openly accessible on the internet, attribution (source) remains the one of the most powerful forms of acknowledgement... and reputation/brand is everything.



MOST OPEN



LEAST OPEN

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Icons



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Citation and attribution front and centre in working with LLM-generated content

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When prompted with “Is the left brain right brain divide real or a metaphor?” the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, “the notation that people can be characterized as ‘left-brained’ or ‘right-brained’ is considered to be an oversimplification and a popular myth” (OpenAI, 2023).

Reference

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].

<https://chat.openai.com/chat>



Cheryl Hodgkinson-Williams 15:49

CH I have been using footnotes for the use of LLMs: **Adapted from response from ChatGPT on 28 March 2023 and 20 April 2023 in response to the question: What conceptual tools can you provide students as a structure or a scaffold to assist them to interrogate different perspectives?**

Activity 3: Discussion

- What are your concerns?
- What are you excited about?
- What kind of help does the institution need to provide?

See the *Open Textbook Student Co-Creation Guide* for pointers to aid your reflection: <https://bit.ly/3Y2U7Vi>

Closing comments
and ideas?

