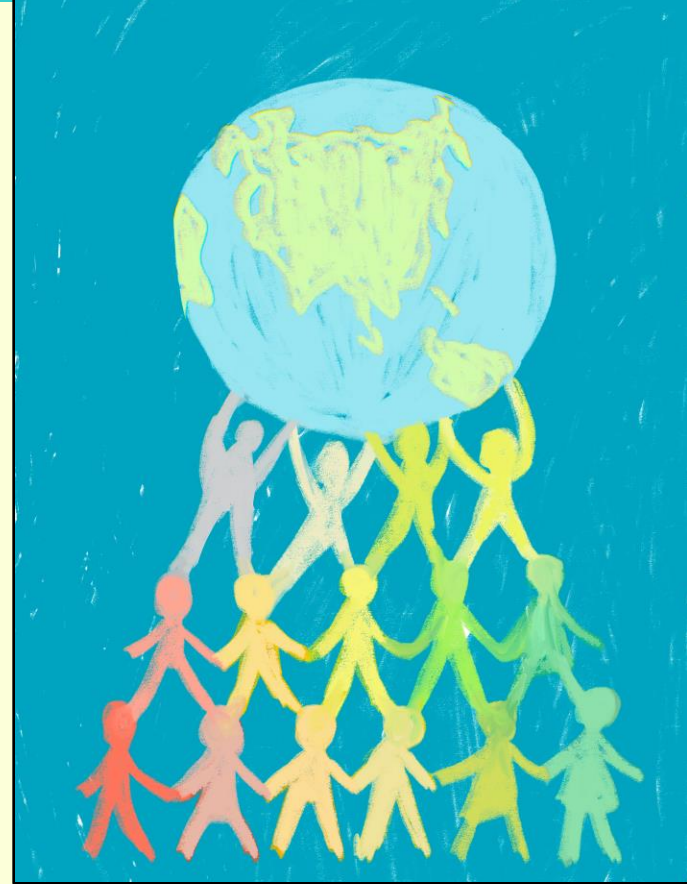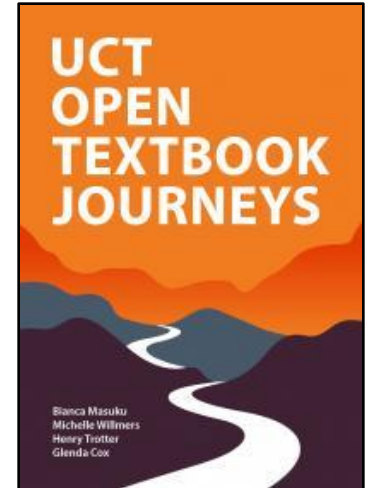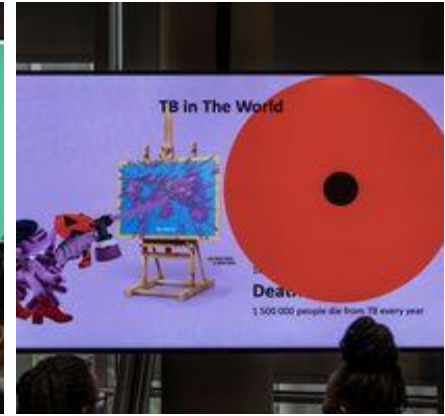"It's Darkest Before The Dawn" by Andrius Banelis

"Bridging and Belonging" by Veronika Belchera

Student co-creation of open textbooks for social justice and belonging

Glenda Cox & Bianca Masuku

Digital Open Textbooks for Development, Centre for Innovation in Learning and Teaching, University of Cape Town
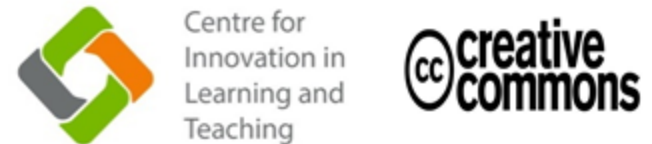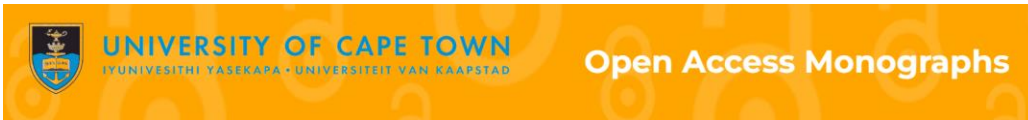
May 2023

Bianca Masuku

Glenda Cox

www.tagxedo.com

15 years of open education at UCT
(2007-2023)

Digital Open Textbooks for Development (DOT4D)

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 initiative.

Glenda Cox
Principal Investigator
Michelle Willmers
Publishing & Implementation Manager
Bianca Masuku
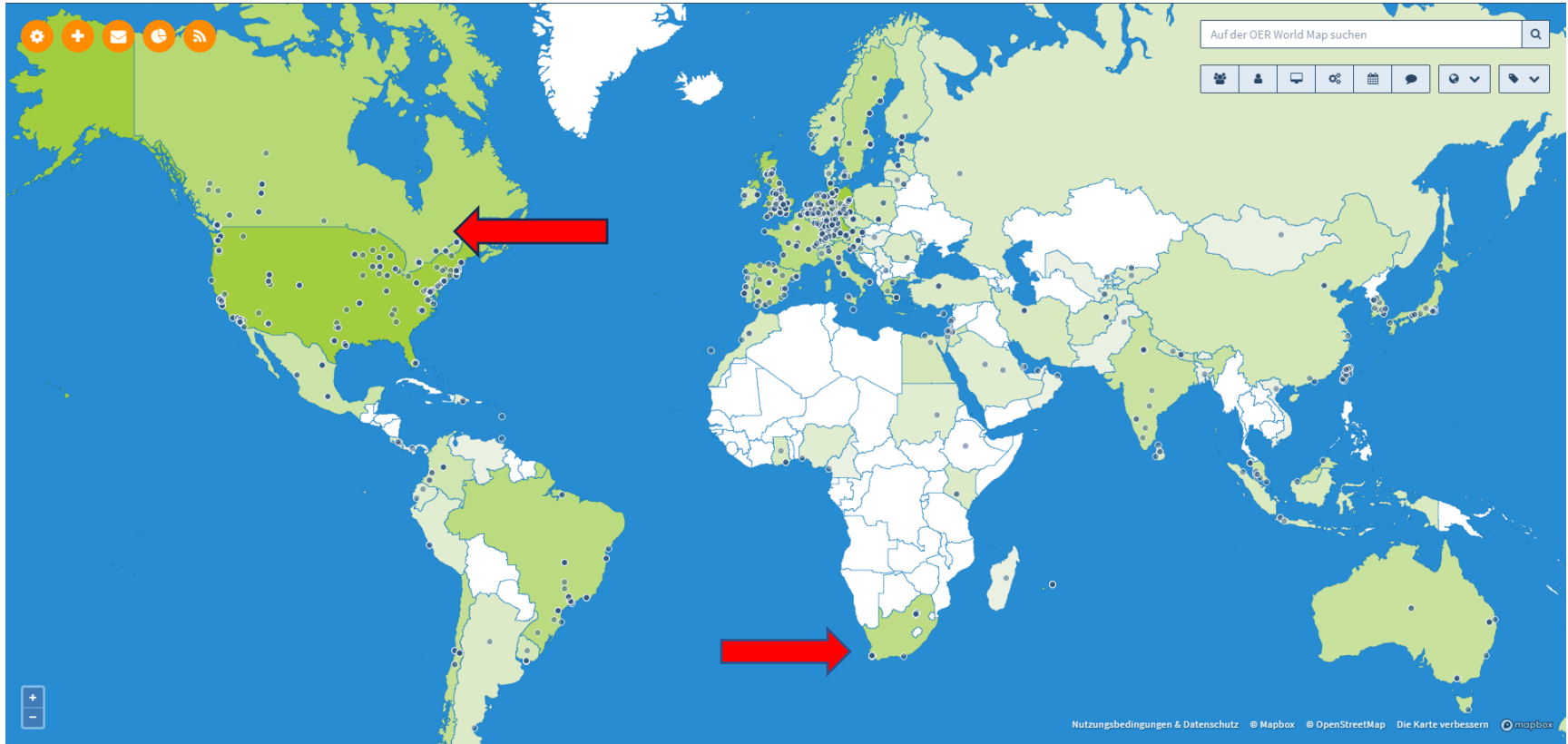Researcher

Best Open Practice

2021

Glenda Cox for the The Digital Open Textbooks for Development (DOT4D) project.

GO-GN Awards
oer

OER World Map

(Project ended 2022)

The world in crisis

- Climate change
- Uncertain futures
- Continued unacceptable inequalities
- Academic freedom in decline

Futures of Higher Education – A new social contract (UNESCO, 2021)

This new social contract calls for:

- Radically different approach to higher education with a focus on openness, inclusivity and diversity.

- Moving away from neoliberal competition towards higher education as a public and common good.

- Rethinking of existing pedagogy.

- Continuing but also moving forward from the intergenerational relationships between lecturers and students to 'intragenerational' pedagogy where the presence of students are foregrounded, building a truly inclusive democratic higher education where students feel a sense of belonging.

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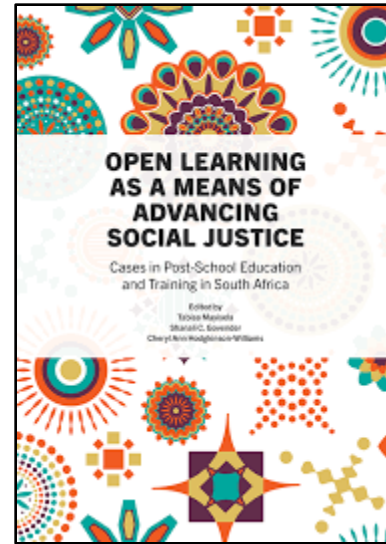
Social justice as a framework to understand the potential of open education

"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)

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)
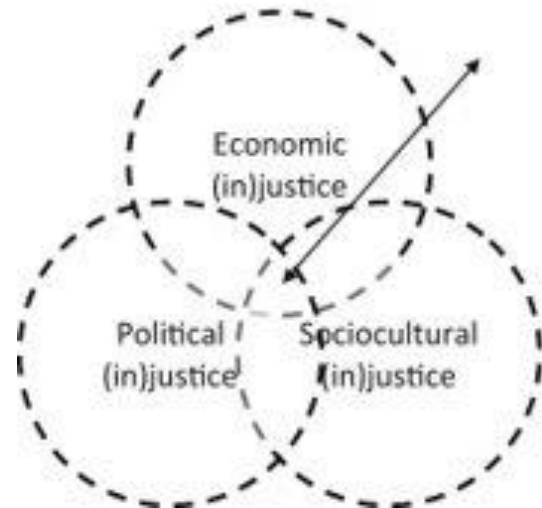
Social justice as participatory parity (Fraser)

Economic dimension

○ Material resources
○ Maldistribution and redistribution

Cultural dimension

○ Cultural attributes
○ Misrecognition and recognition

Political dimension

○ Political voice
○ Mis/representation, mis/framing

Participatory parity looks at the *what*, *who* and *how* of social justice.

Justice in each dimension can be remedied through **affirmative** or **transformative** responses.

Overcoming injustices: affirmative or transformative

Fraser identifies two types of strategies to overcome injustice:

Affirmative strategies include activities aimed at ameliorating the scope or intensity of a particular injustice.

Transformative strategies seek to address the root cause of an injustice.

Open education at the University of Cape Town

UCT open textbook authors in DOT4D models study
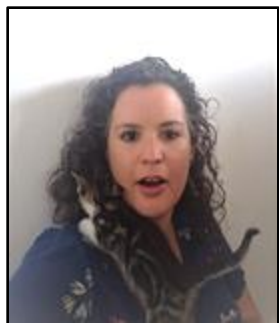
Social justice

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

Open textbooks

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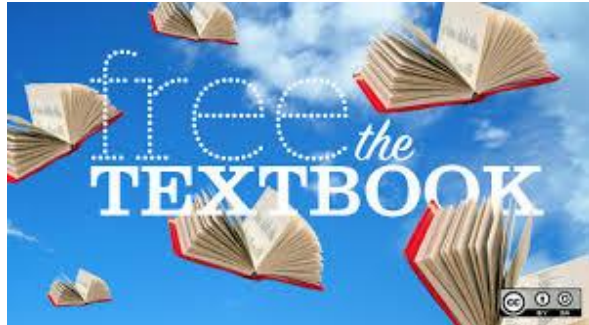
Open education

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

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
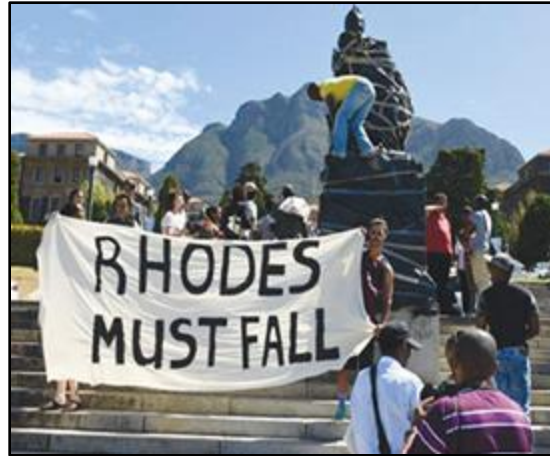
Student co-creation of open textbooks (UCT case study)

Student participation is a critical aspect of the
institutional transformation agenda,
in that it addresses social justice and inequity
in the classroom.

Authors found ways in which to not only capture *"persons' own embodied experience and their lived realities"* in the authorship process, but also to include their feedback in quality assurance.

'Students as partners' and co-creators … a global movement to include students in course design, facilitation and research

Principles:
- ➤ **Respect,**
- ➤ **Reciprocity**
- ➤ **Shared responsibility**

"a collaborative, reciprocal process through which all participants have the **opportunity to contribute equally, although not necessarily in the same ways**, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis"

(Cook-Sather, Bovill & Felten, 2014)

More recently the literature has started to examine the power differentials in order to interrogate power dynamics.

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

Collaborative open textbook production models

Aim: Provide open textbook creators with sustainable models of production that manifest "parity of participation" as the just end point of social justice

DOT4D context: Four models of open textbook production reflecting varying levels of students and colleague collaboration

- **Participatory/Engagement Model**
- **Participatory/Engagement and Co-Creation Model**
- **Co-Creation Model**
- **Co-Creation/Partnership Model**

	AFFIRMATIVE REMEDY		TRANSFORMATIVE REMEDY	
None	Participatory design	Engagement	Co-creation	Partnership
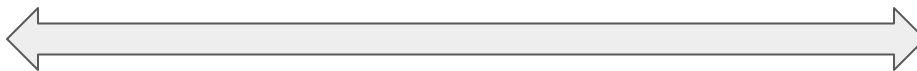
Current research focus: Interviews with open textbook authors with different approaches to drawing in and working with students

Author 1: **Two "excellent"** students: one worked on designing questions/quizzes for open chapter and another worked on a technical platform (students were **paid** for this work as consultants)

Author 2: **Whole class participation** developing textbook content as part of coursework (student contributions were **acknowledged** in textbook and **graded**)

Author 3: **Students** made videos as part of an assignment and the whole class was invited to wrote chapters, but not all participated (student contributions were **acknowledged** in textbook)

Benefits of working with students in open textbook production

Author 1: **"Overall positive", "fairly freeform", "hands off approach"**

Benefits: *"Second- and third-year students have a positive impact to play within the department [and] have a real role to play to improve things, something that we on our own are unable to do"*

Author 2: **"Satisfying because the students respond really well to the idea"**

Benefits: *"Whole class, same level ... And I think it's important to involve all of them at the same level because you just get a lot of work out and it's just rich"*

Author 3: **"It's fantastic", "It's very interesting"**

Benefits: *"They are actually mentoring me a lot more than I'm mentoring the students. They are so inspiring to me because they are on a completely different frequency"*

Co-creation and the student/lecturer power balance

Bovill argues that the whole class approach is inherently more inclusive, building positive relationships... and a stronger sense of community and belonging" (2019, p.1034)
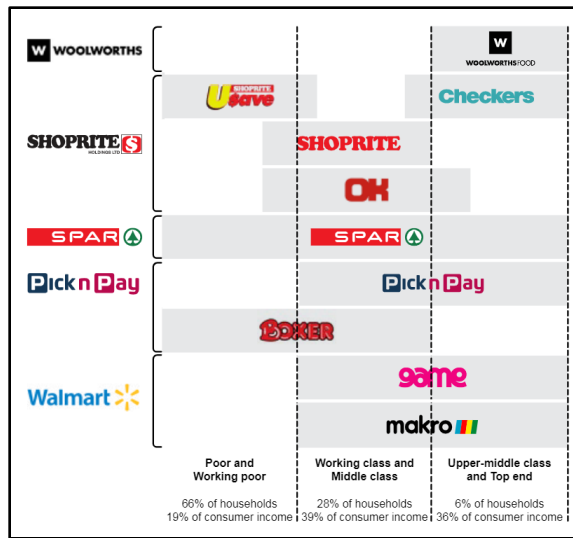
Affirmative tilting of power: Author 1 included the whole class but admits that there was 'structure'. Students were given a template that was edited. Students had little agency to be creative or make decisions about their curriculum.

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.

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

Student voice

Marketing to South African Consumers
open textbook

29 745 downloads

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA · UNIVERSITEIT VAN KAAPSTAD

Open Access Monographs

CATALOG   ABOUT ▾   🔍 Search

Marketing to South African Consumers

Synopsis

Marketing to South African Consumers provides core introductory marketing theory underpinned by a contemporary and localised South African perspective. South Africa has a unique hybrid economy with strong formal and informal economies co-existing in a deeply unequal society. This textbook maintains a classic view of marketing theory, but is written with a focus on consumer behaviour. It provides a unique contribution to the marketing textbook landscape, in that it is written by marketing academics, professionals and students, and is focused on making local context a central reference rather than a peripheral addition. The textbook is relevant to any marketer or business owner who would like to gain more understanding of marketing in general and South African consumers in particular.

Abstract views: 28733 [Downloads in brackets]

⬇ HTML [737]

Who are the students?
What do we know so far (very little)

- Gift- FAME!
- Money is also good: Reward (consultants)
- But they also expressed a concern about attribution

Current work is interviewing student collaborators and students

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).

Image by Buru Koleli for OBIx Fine Arts

Students as
mentors,
guides, agency

Institutional culture:
support or Clash?

Academics with
open values

Time,
collaboration
slows down the
process

Control versus
trust and respect

Co-Created

- There is no right or wrong decision about student co-creation approaches, as an author you will decide according to your context.

- A belief that students can do the work, that students have what it takes, appears to be a fundamental value, without it co-creation would not be possible and will not work optimally.

- Open textbook co-creation has the potential for students to feel valued by their departments, bring their culture into the content, their voices and identities, thereby helping lecturers to understand who their students are and building a sense of belonging

BETTER SHARING, BRIGHTER FUTURE.

The power of open education lies not only in the **product**: accessible content – but especially in the **process:** making the content.

The **process** includes pedagogical shifts and is an enabler for cultural and political justice.

Open education is a means to achieve social justice in open content creation approaches where there is 'participatory parity' have the potential to create a sense of belonging for students.

Image by David Espinosa

Does open education address underlying structures of dominance and subordination? (transformative justice)

Only if it is created and used *across the institution and potentially across the country and globally,* in order to embrace critical reflexivity and pluralism valuing previously excluded knowledge and legitimising indigenous resources. (Individual agency to a distributed response)

Only then will we be "*dismantling (of) institutional obstacles*" or *root causes of systemic injustice* that underlie the pursuit of participatory parity present in higher education (Fraser, 2005).

A call to organise open education

Against	For	Imperitives
o Emphasis in market value of HE o Technological monopolies o (Technology is never neutral) o Perpetuating injustices o Economic exclusion o Competition for gain	o Equity o Access o Intersectionality o Collaboration o Community o Voice o Generosity o Care	o Empirical evidence for open education and its role in affirmative and transformative justice o Knowledge for the Public good o Distributed response moving beyond individual agency o Student co-creation o Student success o Agency to communities

The future is open

"Higher education needs to be a fierce advocate for free and open access to knowledge and science"
(UNESCO, 2021:75)

Image by Preeti Singh for Creative Commons

References

Bovill, C. 2019. Co-creation in learning and teaching: the case for a whole-class approach in higher education. Higher Education 79:1023-1037.

Cox, G., Masuku, B.,& Willmers M (2022a) Sustainable open textbook models for social justice. *Front. Educ.* 7:881998. doi: 10.3389/feduc.2022.881998

DOT4D. 2021. Open Textbooks in South African Higher Education: Action Brief. Cape Town: Digital Open Textbooks for Development. Available at:

https://drive.google.com/file/d/1_BFNLHPRcPP1f94GyR9EiZ98HKKu54f1/view?usp=sharing

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

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

Le Roux, A & Groenewald, E 2021. The elusiveness of a sense of place-belonging: One student's struggle on a diverse South African campus. Issues in Educational Research, 3 (3): 854-870.

Savarimuthu, B & Cranefield, S. 2011 Norm creation, spreading and emergence: A survey of simulation models of norms in multi-agent systems. Semantic Scholar https://www.semanticscholar.org/paper/Norm-creation%2C-spreading-and-emergence%3A-A-survey-of-Savarimuthu-Cranefield/a7072328d1a090b145cb065e6312b0f8a3b01273

https://projectnile.in/2021/04/29/crowdfunding-for-social-justice/ from website

Co-create image: https://www.cocreated.eu/