



# Open Education & Social Justice in the Global South: Opportunities seized, missed & to be grasped

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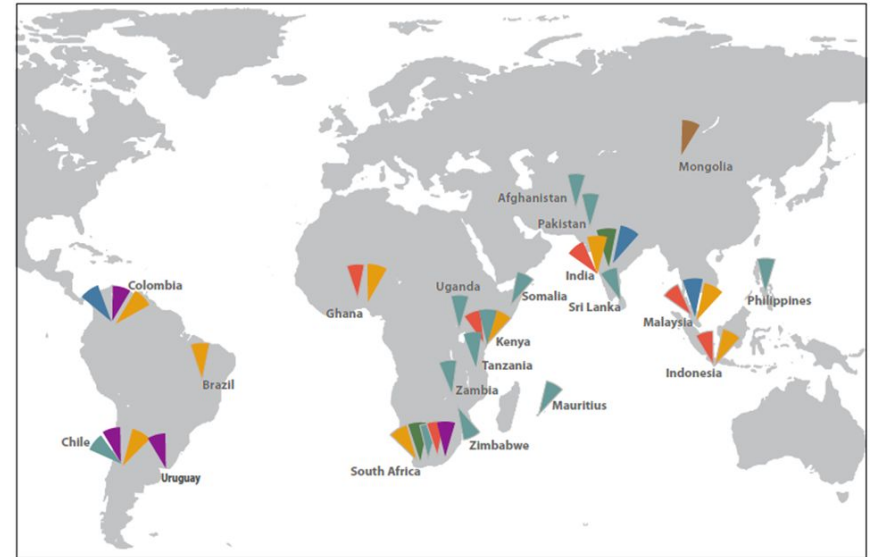
<http://www.slideshare.net/ROER4D/>



# Background: ROER4D project

Research on Open Educational Resources for Development (ROER4D) project (2013-2017)

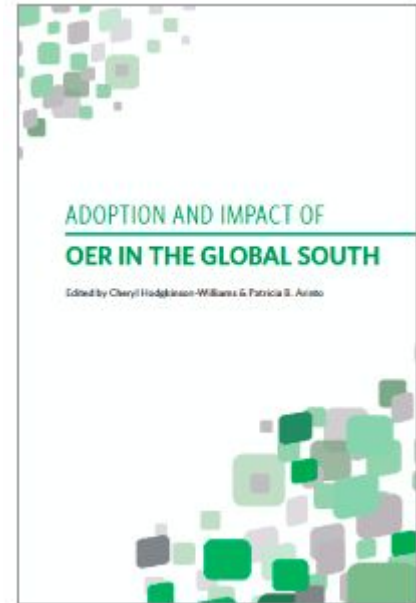
- **18 independent sub-projects**, across **21 countries** in the Global South from Chile to Mongolia, with 100 researchers and associates, supported by a Network Hub team based at UCT and Wawasan Open University, Malaysia
- Research datasets in **multiple languages** (English, Spanish, Portuguese, Mongolian, Dari, Pashto, etc.)
- Mostly **mixed-methods** data (quantitative and qualitative)





# Outputs

- [Edited volume](#) - 16 chapters of which 2 are meta-synthesis. Open Access and downloadable or print on request. Booklet of chapter summaries
- [Open data sets](#) of edited volume
- [Open Research Toolkit](#) - conceptual frameworks and analytical frame
- [Project Activity Toolkits](#) on knowledge building process, networking, curation and dissemination, communication and evaluation
- [Other outputs](#) - Scholarly articles, book chapters, monographs, presentations, blogs, videos



# Tribute to Prof Fred Mulder

Sincerest thanks for the seminal role you played in the Research on Open Educational Resources (ROER4D) project.

We will continue the work on opening up education to all.

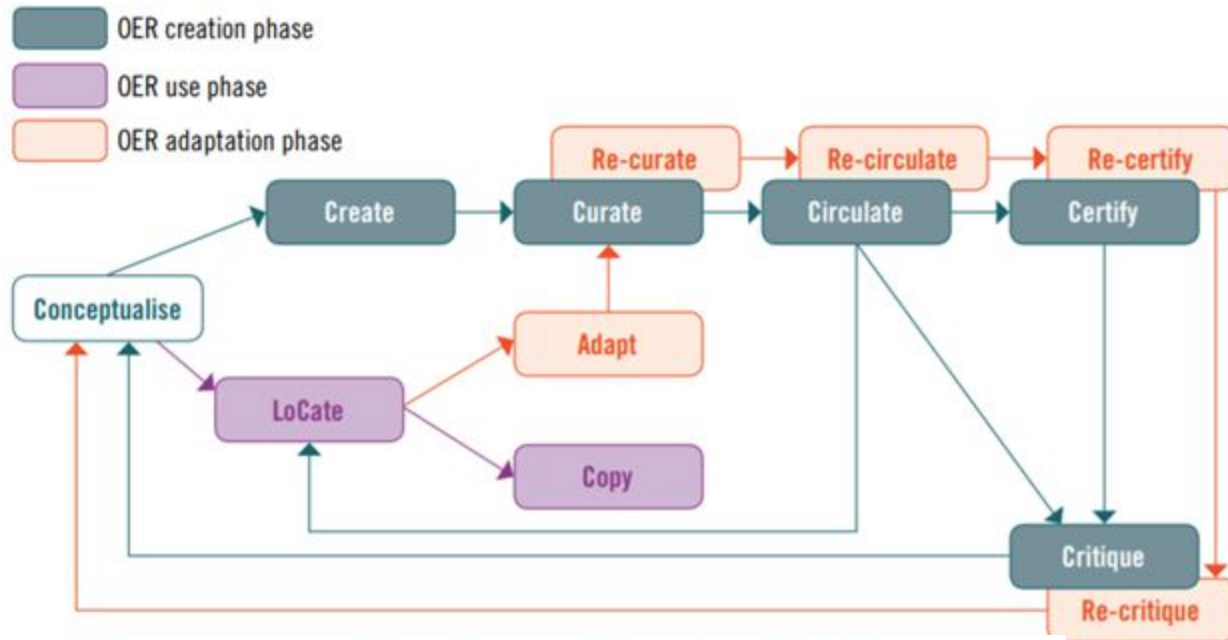


**1949 - 7 October 2018**

**Extent to which  
university lecturers  
create, use and/or adapt  
OER in the Global South**

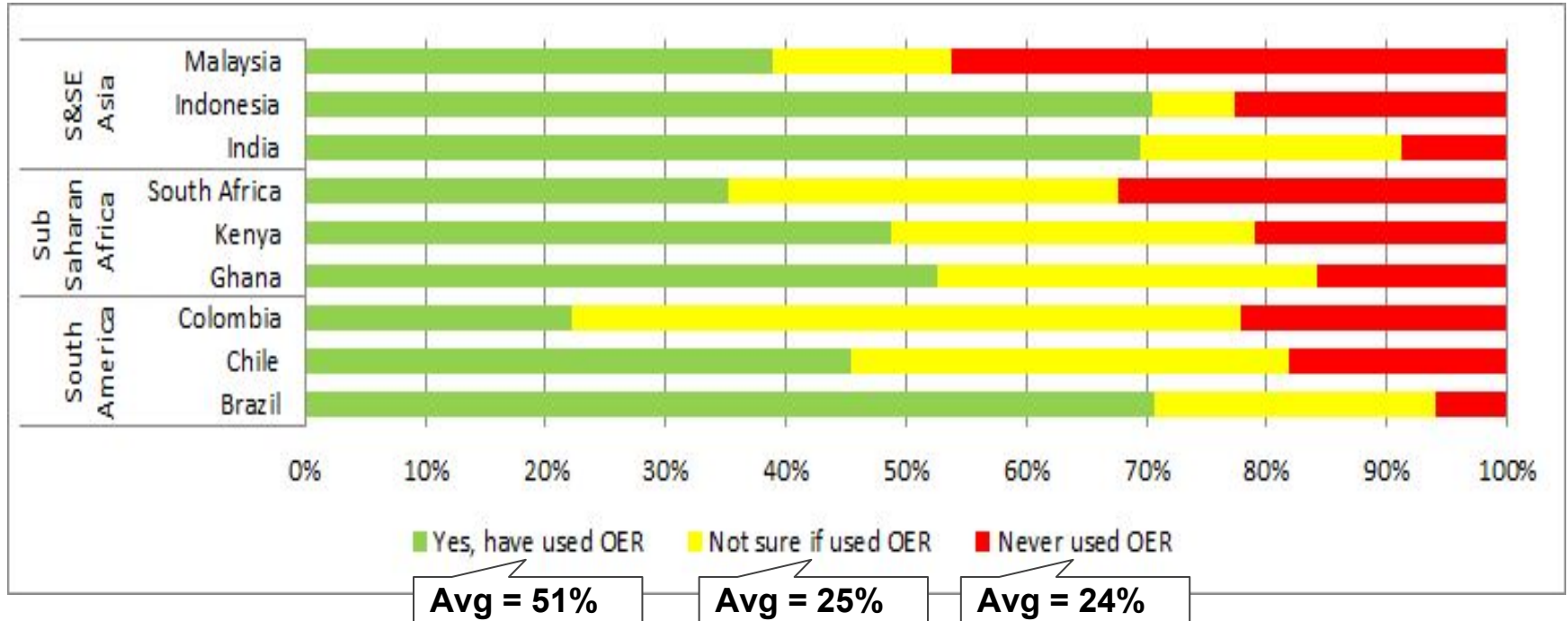


# “Optimal” cycle of open education (OER & OEP)





## Use of OER by university lecturers



Data from de Oliveira Neto, Pete, Daryono & Cartmill (2017:81). Respondents 295 from 28 Universities in 9 countries



# Opportunities **seized** by lecturers: **OER Use**

- Use of OER in its **original form**

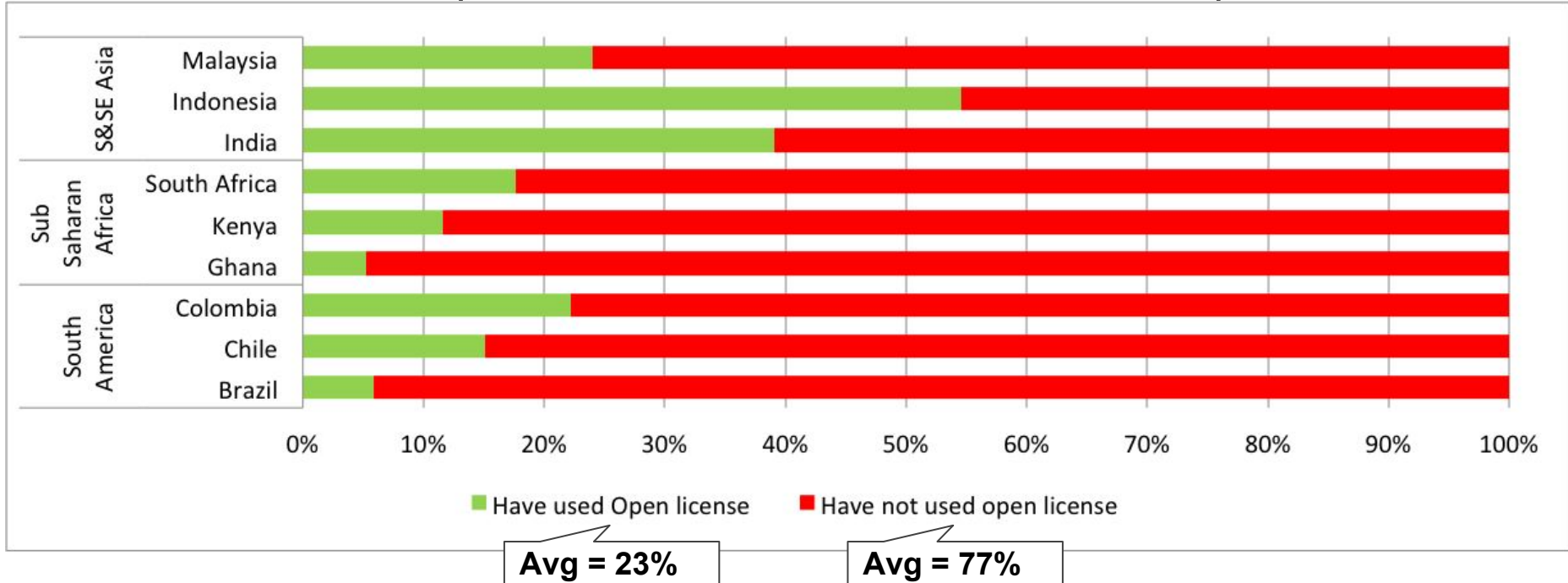
BUT

- Educators' **lack of awareness** that they are using OER
- Selecting OER **challenging for educators given the volume** of online resources & therefore **time-consuming**
- **Dependence on copying** of existing OER and the corollary reluctance to localise - **unwittingly reinforcing “Northern” epistemic hegemony**





# Creation of OER by **university lecturers** is not yet a common practice (majority do not use open licences)



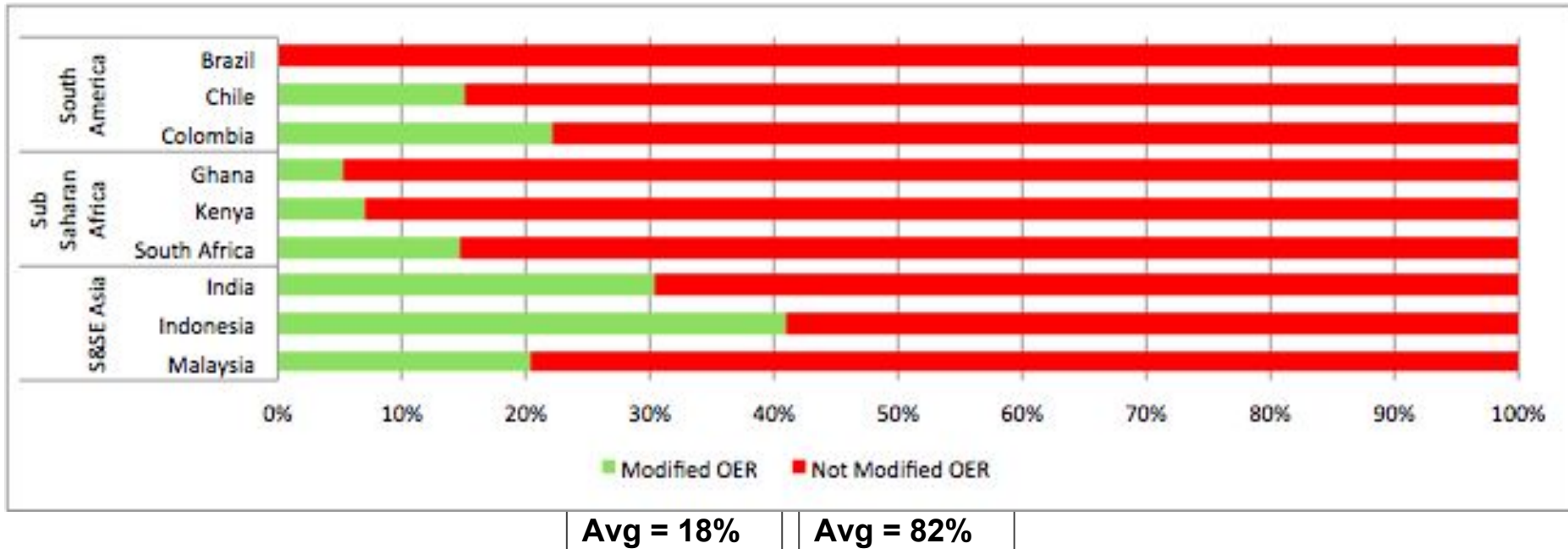
Data from de Oliveira Neto, Pete, Daryono & Cartmill (2017:81). Respondents 295 from 28 Universities in 9 countries



# OER Creation: Opportunities to be grasped

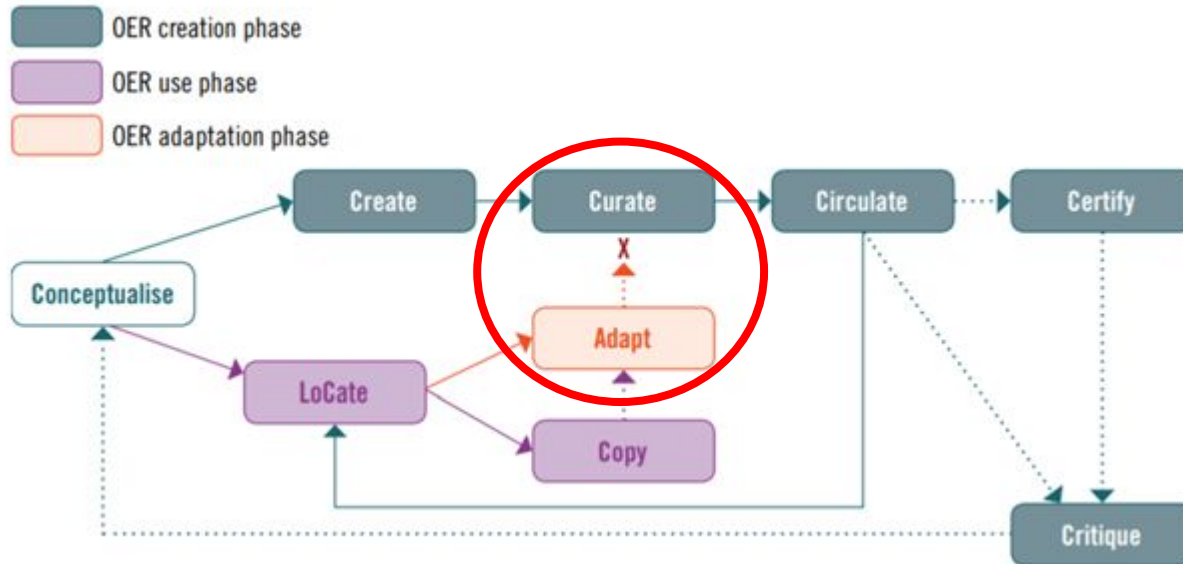
- **Challenge:** Lack of legal permission for educators to share the OER they create
- **Opportunity:** Government or institutions can grant lecturers legal permission to share their work

# Adaptation of OER by university lecturers



Data from de Oliveira Neto, Pete, Daryono & Cartmill (2017:81). Respondents 295 from 28 Universities in 9 countries

# Adaptation of OER by university lecturers





# Opportunities **missed** by lecturers: **OER Adaptation**

- Predominance of English-based OER requires a level of **fluency in English**
- **Adapted OER not always re-curated** by educators - inconsistent curation and rehosting of derivative works on a publicly available platform or repository, which limits access to the derivative OER

SO

- Workshops needed to **model and provide experience** in OER adaptation
- Need for **ongoing support** from government, institutional policy-makers and OER champions

**So, does OER promote  
social justice in the  
Global South?**







# Social Justice (Fraser, 2005)

Fraser's concept of social justice as "parity of participation"

Dimension	Injustices
<b>Economic</b>	<b>Maldistribution</b> of resources: economic inequality
<b>Cultural</b>	<b>Misrecognition</b> attributes of people & practices accorded less respect, status inequality
<b>Political</b>	<b>Misrepresentation</b> Who has a right to have a voice?




# OER and Social Justice (Adapted from Fraser, 2005)

Dimension	Injustices	<b>Affirmative response</b> <i>Addresses injustice with ameliorative reforms</i>	<b>Transformative response</b> <i>Addresses the root causes of inequality</i>
Cultural	<b>Misrecognition</b> <ul style="list-style-type: none"><li>Using OER “as is” (copying)</li><li>Translating OER uncritically</li></ul>  <p>OER Use</p>	<b>Recognition</b> <ul style="list-style-type: none"><li>Locating and incorporating OER used “as is” within local epistemological and cultural contexts</li><li>Translating OER into local languages prudently</li></ul>  <p>OER Adaptation</p>	<b>Re-acculturation</b> <ul style="list-style-type: none"><li>Re-mixing OER critically to engage with and challenge hegemonic perspectives</li><li>Sharing their remixed teaching and learning materials publicly</li><li>Creation of original OER</li></ul>  <p>OER Adaptation</p>  <p>OER Creation</p>





# OER and Social Justice (Adapted from Fraser, 2005)

Dimension	Injustices	<b>Affirmative response</b> <i>Addresses injustice with ameliorative reforms</i>
<b>Political</b>	<b>Misrepresentation</b> <ul style="list-style-type: none"><li>• IP legislation inhibiting educators from sharing materials created in the course of educators' work</li></ul>	<b>Representation</b> <ul style="list-style-type: none"><li>• Permission by employer to create and share OER created in the course of educators' work</li></ul> <p>Creating and sharing OER on a publicly accessible platform</p> 



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Hopefully this discussion of the relationship between OER, OEP and Social Justice can assist us in identifying and promoting educational interventions that provide not only **ameliorative** relief for students and educators, but **transformative** social change as well.



# References

de Oliveira Neto, J. D., Pete, J., Daryono & Cartmill, T. (2017). OER use in the Global South: A baseline survey of higher education instructors. In C. Hodgkinson-Williams & P. B. Arinto (Eds.), *Adoption and impact of OER in the Global South* (pp. 69–118). Retrieved from <https://doi.org/10.5281/zenodo.599535>

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## OER Creation: Opportunities seized by lecturers

- **Participation in professional development networks** aids collaborative development
- Curating original OER more likely with **government, institutional or project support**
- **Informal sharing of materials** more frequent than sharing via formal OER distribution channels
- **Quality assurance more likely within institutional or project initiatives**
- Formal critique or **feedback more easily actionable in institutional initiatives**