DEGREES OF SOCIAL INCLUSION: PERSPECTIVES FROM THE ROER4D PROJECT

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Degrees of social inclusion: Perspectives from the ROER4D project

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www.slideshare.net/ROER4D/
ROER4D project
Key issue: What is “Social inclusion”?

- **Human potential**
  - Postcolonial theories
  - Pedagogies of hope

- **Social justice**
  - Partnership theory
  - Critical pedagogy
  - Feminist theories

- **Neoliberalism**
  - Human capital theory
  - Social capital theory
  - Free-market economics

(Adapted from Gidley, Hampson, Wheeler and Bereded-Samuel 2010, p. 2)
Conceptual caveat

One of the key challenges in the research studies undertaken as part of the ROER4D project, was clarity on what respondents considered as “Open Educational Resources”

Most viewed OER as digital materials freely available on the internet and were generally not aware of copyright regulations or alternative open licensing options.

All data presented therefore need to be treated with some caution.
ACCESS:
Key findings on use of OER in nine countries in the Global South
To what extent is OER use widening access of materials to educators in the Global South?

Overall the cross-regional, nine-country study suggests that 51% of the 295 randomly selected educators surveyed reported having used OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill 2017)
To what extent is OER use **widening access of materials to students** in the Global South?

The cross-regional, nine-country study suggests that **39%** of the 4784 randomly selected learners surveyed reported having used OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)
Which factors influence the adoption of OER to widen access to educational materials?

1. OER awareness
2. Technical capacity
3. Infrastructural access
4. Availability of suitable OER
5. Socio-economic status
Example of good practice: Darakht-e Danesh Library in Afghanistan

https://www.darakhtdanesh.org/en

(Oates, Goger, Hashimi & Farahmand 2017)
PARTICIPATION:
Key findings on adaptation of OER in nine countries in the Global South
To what extent is participation in education being encouraged through adaptation (revising or remixing) of OER by educators in the Global South?

The cross-regional, nine-country study suggests that 18% of the 295 randomly selected educators surveyed reported having adapted OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)
To what extent is participation in education being encouraged through the adaptation (revision & remixing) of OER by students in the Global South?

The cross-regional, nine-country study suggests that 6% of the 4784 randomly selected learners surveyed reported having adapted OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)
Which factors encourage **participation** in the adaptation of OER?

1. Pedagogical practices
2. Institutional support mechanisms
3. Institutional policies
4. Disciplinary norms
5. Collaboration (including communities of practice)
Example of good practice: Pre-service teacher education programme of the Open University of Sri Lanka

Karunanayaka & Naidu (2016:105) Image CC BY-SA
EMPOWERMENT:
Key findings on creation of OER in nine countries in the Global South
To what extent is OER creation contributing towards empowering educators in the Global South?

Overall the cross-regional, nine-country study suggests that 23% of the 295 randomly selected educators surveyed reported having created OER according to comparison with educators selection of licence type and creation of educational resources (de Oliveira Neto, Pete, Daryono & Cartmill, 2017).
To what extent is OER creation contributing towards empowering students in the Global South?

The cross-regional, nine-country study suggests that 9% of the 4784 randomly selected learners surveyed reported having created OER (de Oliveira Neto, Pete, Daryono & Cartmill)
Which factors lead to greater empowerment through the creation of OER?

1. Motivation (reputation enhancement)
2. Personal fulfilment and confidence
3. Participation in funded implementation and research projects
4. Co-creation with students
Example of good practice: CoKrea for teachers in Colombia

Example of good practice: Teacher Professional Learning Communities, Karnataka, India

http://karnatakaeducation.org.in/KOER/
Kasinathan & Ranganathan (in press)
Degrees of social inclusion

**EMPOWERMENT**
- Educators = 23%
- Students = 9%

**PARTICIPATION**
- Educators = 18%
- Students = 6%

**ACCESS**
- Educators = 51%
- Students = 39%
Degrees of social inclusion

**EMPOWERMENT**
- Motivation (reputation enhancement)
- Personal fulfilment and confidence
- Participation in funded projects
- Co-creation with students

Educators = 23%
Students = 9%

**PARTICIPATION**
- Pedagogical practices
- Institutional support
- Institutional policies
- Disciplinary norms
- Collaboration

Educators = 18%
Students = 6%

**ACCESS**
- OER awareness
- Technical capacity
- Infrastructural access
- Availability of OER
- Socio-economic status

Educators = 51%
Students = 39%
Adoption and Impact of OER in the Global South

We will be releasing advance versions of the chapters online with the full volume to be published in December 2017. Parties interested in conducting reviews of the final edited volume are invited to contact the ROER4D Publishing Manager Michelle Willmers.

Chapter 1: Introduction

Chapter 2: Meta-synthesis

Chapter 3: OER use in the Global South: A baseline survey

Chapter 4: Open Access and OER in Latin America: A survey of the policy landscape in Chile, Colombia and Uruguay

Chapter 5: Collaborative co-creation of OER by teachers and teacher educators in Colombia
References


Citation and attribution