

DEGREES OF SOCIAL INCLUSION: EMERGING INSIGHTS FROM THE ROER4D PROJECT

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Degrees of social inclusion: Emerging insights from the ROER4D project

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www.slideshare.net/ROER4D/



ROER4D project

Research on Open Educational Resources for Development in the Global South

August 2013 - December 2017

GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries by better understanding the use and impact of OER.

PROJECT CLUSTERS

- OER Desktop Review
- OER Survey
- Academics' adoption of OER
- Teacher educators' adoption of OER
- OER adoption in one country
- OER impact studies
- Baseline educational expenditure



roer4d.org
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ROER4D
Research on Open Educational Resources for Development
(and its) - ROAD - CEI



wawasan
open UNIVERSITY
the people's university

IDRC
International Development
Research Centre

CRDI
Centre de recherches pour le
développement international



created by Rondine Carstens and the ROER4D team



Whether, why, and how do OEP and OER contribute to the social inclusion of underserved communities in the Global South?

Gidley et al.'s (2010) notion of social inclusion

Neoliberalism

ACCESS

Human capital theory

Social capital theory

Free-market economics

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

Gidley et al.'s (2010) notion of social inclusion

Social justice

Partnership theory

Critical pedagogy

Feminist theories

PARTICIPATION

Neoliberalism

Human capital theory

Social capital theory

Free-market economics

ACCESS

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

Gidley et al.'s (2010) notion of social inclusion

Human potential

Postcolonial theories
Pedagogies of hope

EMPOWERMENT

Social justice

Partnership theory
Critical pedagogy
Feminist theories

PARTICIPATION

Neoliberalism

Human capital theory
Social capital theory
Free-market economics

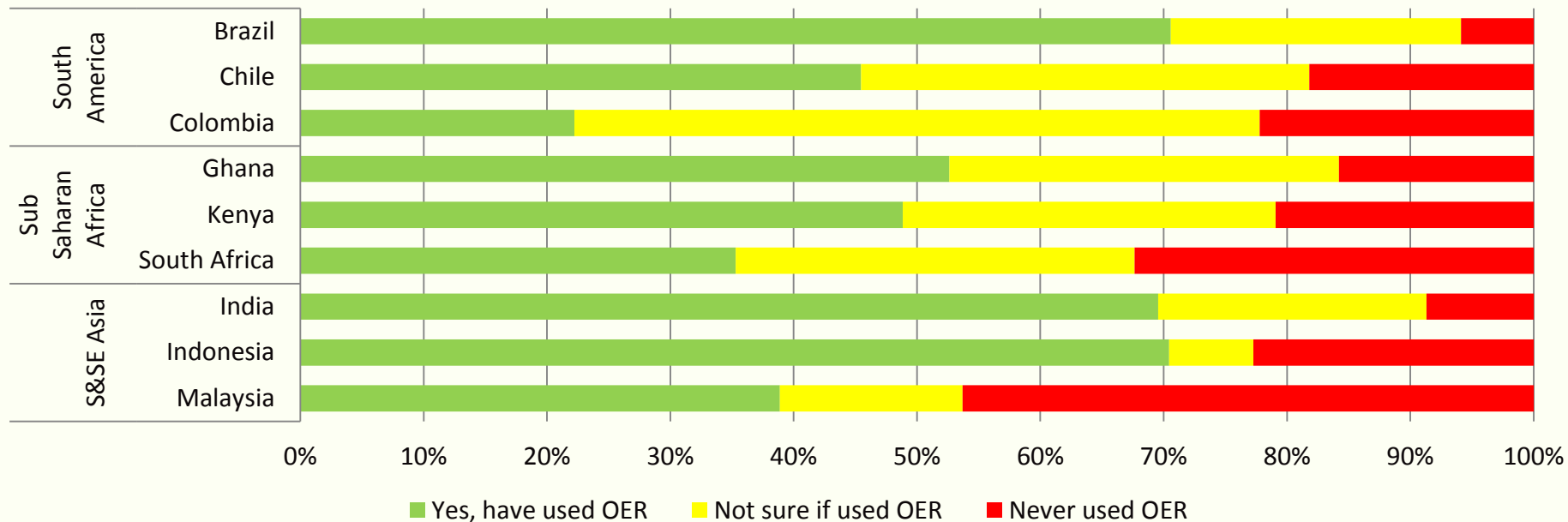
ACCESS

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

ACCESS:

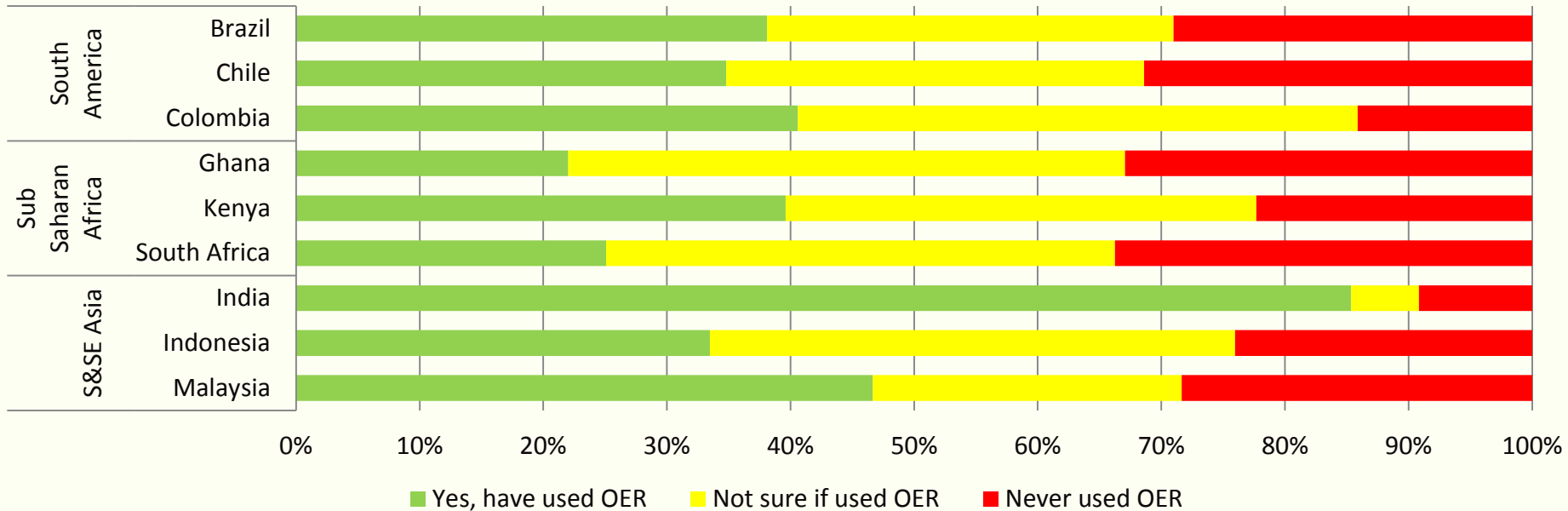
The OEP that best illustrates this level of social inclusion is OER **use** (“as is”)

Extent to which OER use is widening access of materials to educators in the Global South



ROER4D's 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)

Extent to which OER use is widening access of materials to students in the Global South



ROER4Ds's 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)

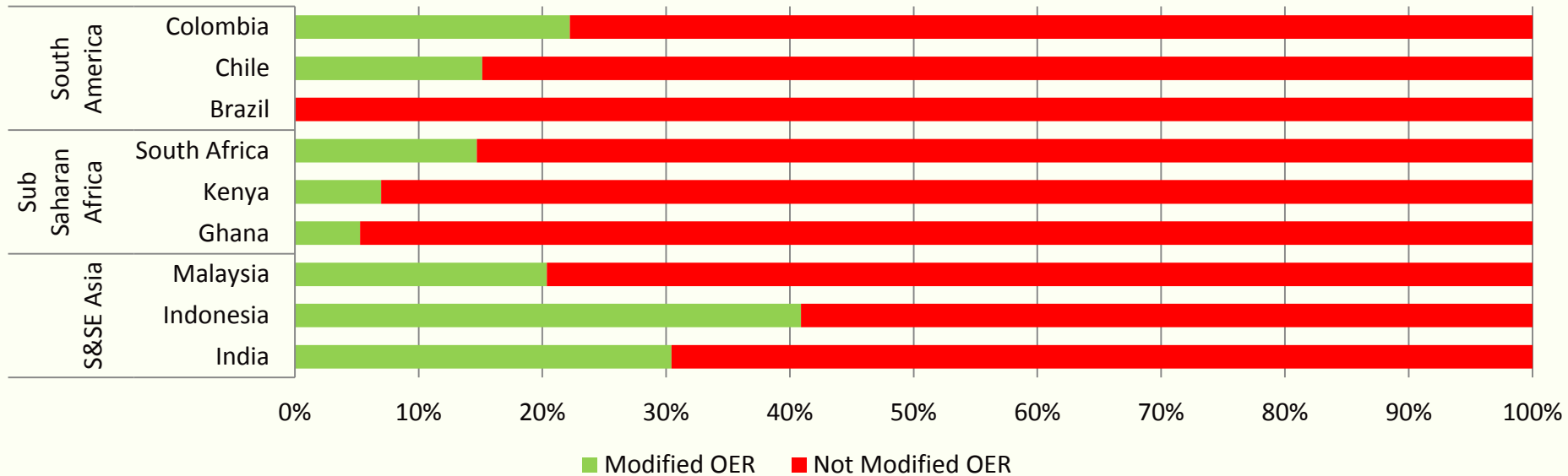
Factors influencing the adoption of OER to widen **access** to educational materials

1. OER awareness
2. Technical capacity
3. Infrastructural access
4. Availability of suitable OER
5. Socio-economic status

PARTICIPATION:

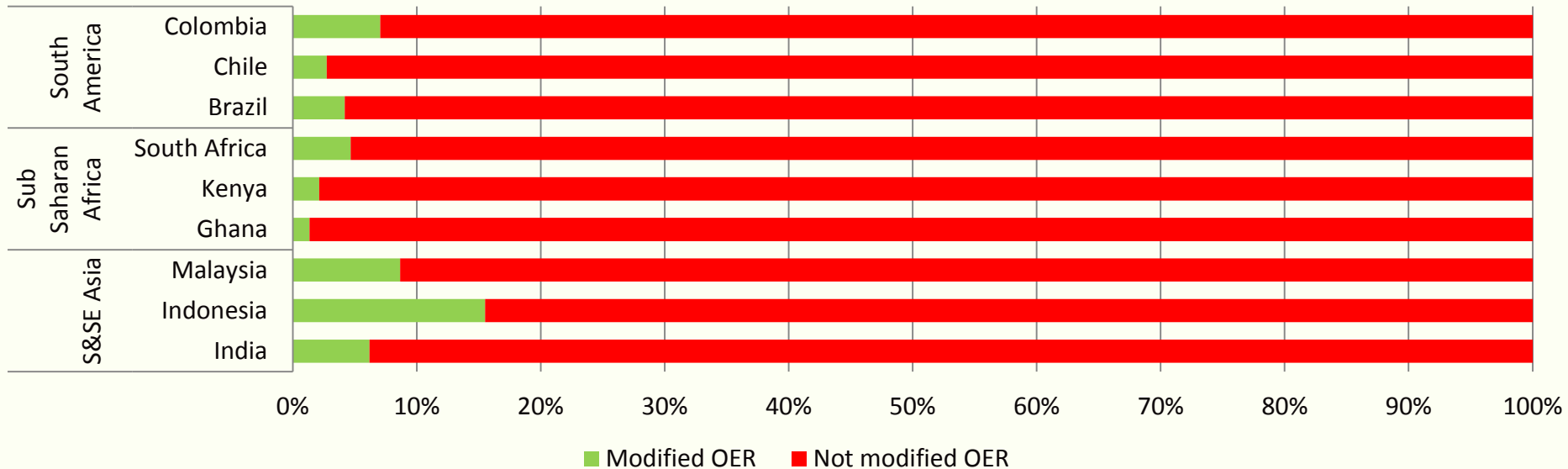
The OEP that best illustrates this level of social inclusion is OER **adaptation** (revising or remixing)

Extent to which **participation** in education is encouraged through OER adaptation (revising or remixing) by educators in the Global South



ROER4D's 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](#))

Extent to which **participation** in education is encouraged through OER adaptation (revision & remixing) by students in the Global South



ROER4D's cross-regional, nine-country study suggests that **6%** of the 4784 randomly selected learners surveyed reported having modified OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)

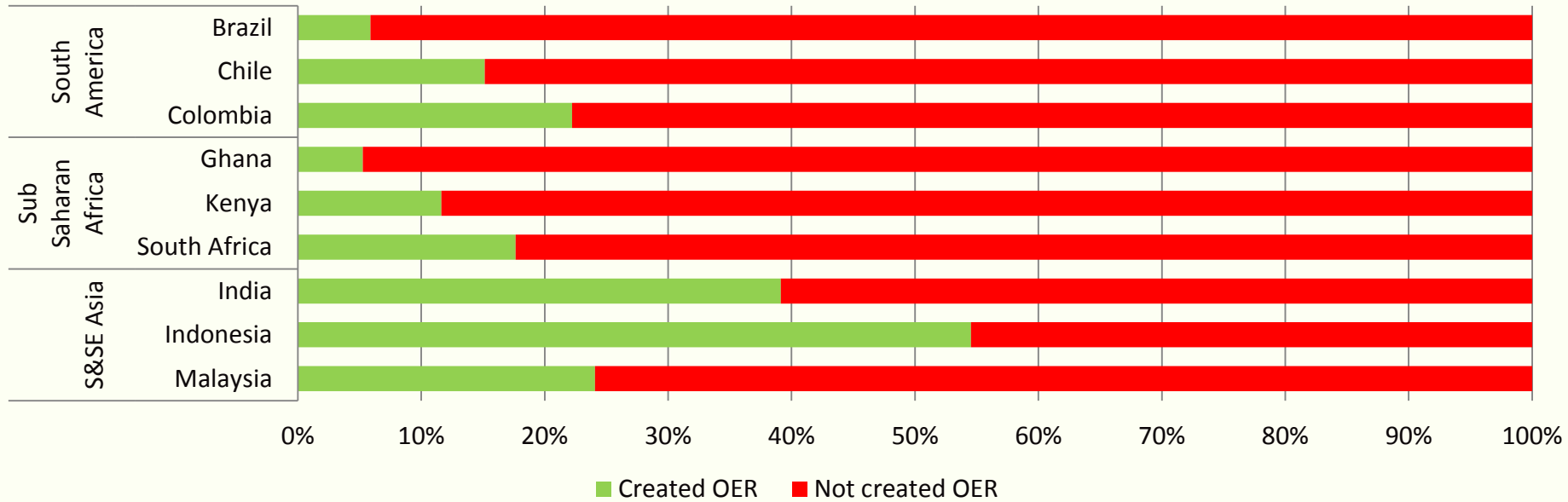
Factors encouraging **participation** in OER adaptation

1. Pedagogical practices
2. Institutional support mechanisms
3. Institutional policies
4. Disciplinary norms
5. Collaboration (including communities of practice)

EMPOWERMENT:

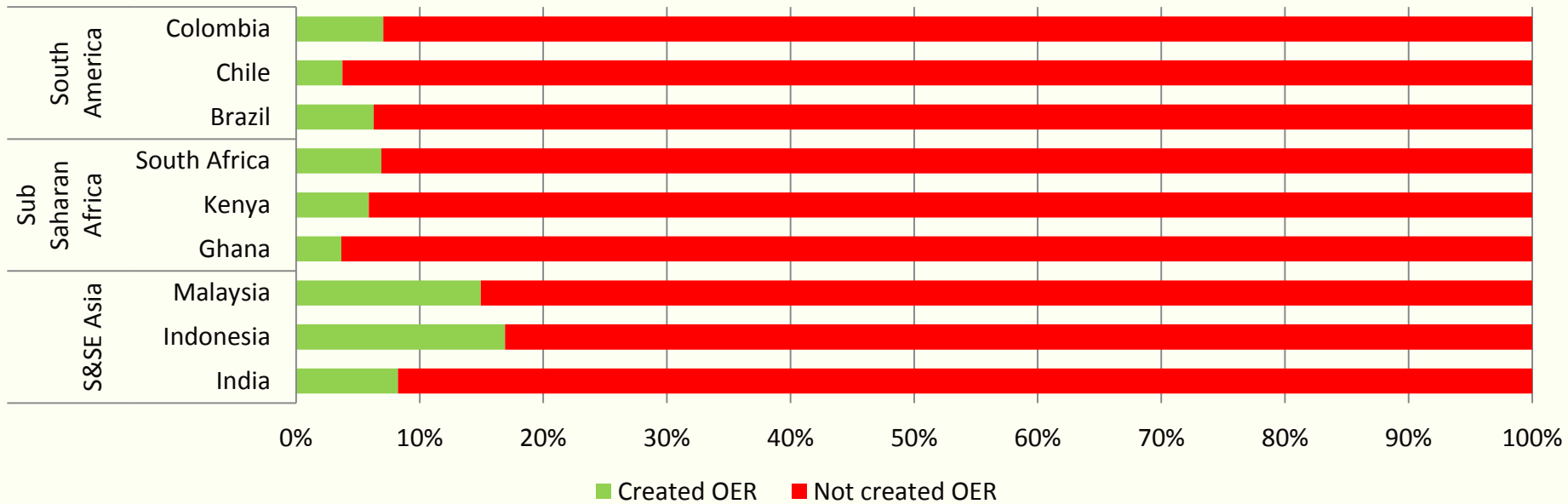
The OEP that best illustrates this level of social inclusion is OER **creation**

Extent to which OER creation contributes towards empowering educators in the Global South



ROER4D's 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)

Extent to which OER creation contributes towards empowering students in the Global South



ROER4D's 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)

Factors leading to greater **empowerment** through OER creation

1. Motivation (reputation enhancement)
2. Personal fulfilment and confidence
3. Participation in funded implementation and research projects
4. Co-creation with students
5. Epistemic stance

Degrees of social inclusion

EMPOWERMENT

Educators = 23%
Students = 9%

PARTICIPATION

Educators = 18%
Students = 6%

ACCESS

Educators = 51%
Students = 39%

Degrees of social inclusion

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

EMPOWERMENT

Educators = 23%
Students = 9%

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

PARTICIPATION

Educators = 18%
Students = 6%

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

ACCESS

Educators = 51%
Students = 39%

Thank you

Contact

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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. A. Hodgkinson-Williams & P. B. Arinto (Eds.), *Adoption and impact of OER in the Global South*. Chapter 3 advance publication. DOI:

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