

DOT4D CASE STUDY INTERVIEW SCHEDULE 2

Cox, Glenda;Willmers, Michelle;Masuku, Bianca;

;

© 2021, THE AUTHORS



This work is licensed under the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/legalcode>), which permits unrestricted use, distribution, and reproduction, provided the original work is properly credited.

Cette œuvre est mise à disposition selon les termes de la licence Creative Commons Attribution (<https://creativecommons.org/licenses/by/4.0/legalcode>), qui permet l'utilisation, la distribution et la reproduction sans restriction, pourvu que le mérite de la création originale soit adéquatement reconnu.

IDRC Grant/ Subvention du CRDI: 108841-001-Digital Open Textbooks for Development



Digital Open Textbooks for Development

Case Study Interview Schedule

Interview 2 of 2 (2019)

- 1. [In your first interview you stated ...] What are you hoping to achieve through the development of your open textbook? Why? Has your thinking about this changed since the last time we spoke?**
- 2. What are the primary social injustices that you witness in your classroom context?**
 - To what extent do you see yourself being able to address these issues?
 - Do you see yourself complicit in perpetuating these injustices?
 - What are the challenges you face with regards to addressing these issues?
- 3. What does curriculum transformation mean to you?**
 - Are you currently involved in any curriculum transformation efforts, either at UCT or within your discipline more broadly?
 - Do you think that the development of your open textbook is contributing to curriculum transformation? If so, in what ways is it doing so and what are your challenges?
- 4. What is your understanding of the idea of decolonisation?**
 - Do you think your open textbook is contributing towards the decoloniality agenda?
- 5. Are you able to discern any dynamics around gender imbalance within your classroom? If so, are you able to describe these dynamics?**
 - In what ways are you endeavouring to address these dynamics?
- 6. Do you pay attention to the cultural differences within your classroom, in terms of language, nationality, religion and background, etc.?**

- What are your strategies for engaging with diversity? Do these strategies extend to your open textbook development process?

7. Are you aware of any negative dynamics related to race or class within your classroom?

- What are your strategies for addressing these negative dynamics in your open textbook development process part of your strategy?

8. In order to redress the political injustices of the past we need to consider whose voice is present in our textbooks, in the past power dynamics have meant certain voices have been excluded.

- What are your thoughts on global power dynamics related to epistemic positioning and publisher hegemonies?
- What are your thoughts about the content you are developing in relation to the “global” canon of your field?
- What do you think is the role, if any, of the open textbook in shifting power dynamics?

This interview schedule was developed in 2019 by the Digital Open Textbooks for Development (DOT4D) project at the University of Cape Town as part of its open textbook research process. This interview explored authors’ goals in terms of their envisioned open textbook development initiatives, the injustices related to race, gender and culture that occurred within their classroom contexts, and the different ways in which they endeavoured to address these injustices, their conceptions of curriculum transformation and decolonisation, and the manner in which they situated their open textbook production work in relation to broader global power dynamics and epistemic positioning. It was part 2 of 2 interviews.

Contact: DOT4D Principal Investigator Dr Glenda Cox <glenda.cox@uct.ac.za>

This work is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence. It was carried out with the aid of a grant from the International Development Research Centre (IDRC), Ottawa, Canada.

