

Open Education: Do Better

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ACADEMIC ACADEMY:

REDEFINING DISTANCE EDUCATION

Territory Acknowledgement

We meet here on land that is indigenous territory. The following are the traditional stewards of the land in Ohio:

Wyandot, Delaware, Shawnee, Ottawa, Miami, Eel River, Wea, Chippewa, Potawatomi, Kickapoo, Piankashaw, Kaskaskia, Mingo, Seneca and Ojibwa people.

Legacy of African Slave Trade Acknowledgement

In August 1619, the first enslaved Africans landed on the shores of a British colony in Virginia. They were taken from their homeland to work on stolen foreign land.

This marked the beginning of discriminatory and dehumanizing systems whose legacies remain in the fabric and DNA of what we now know as the United States.

“Our founding ideals of liberty and equality were false when they were written. Black Americans fought to make them true. Without this struggle, America would have no democracy at all.” - Nikole Hannah Jones, creator of 1619 project



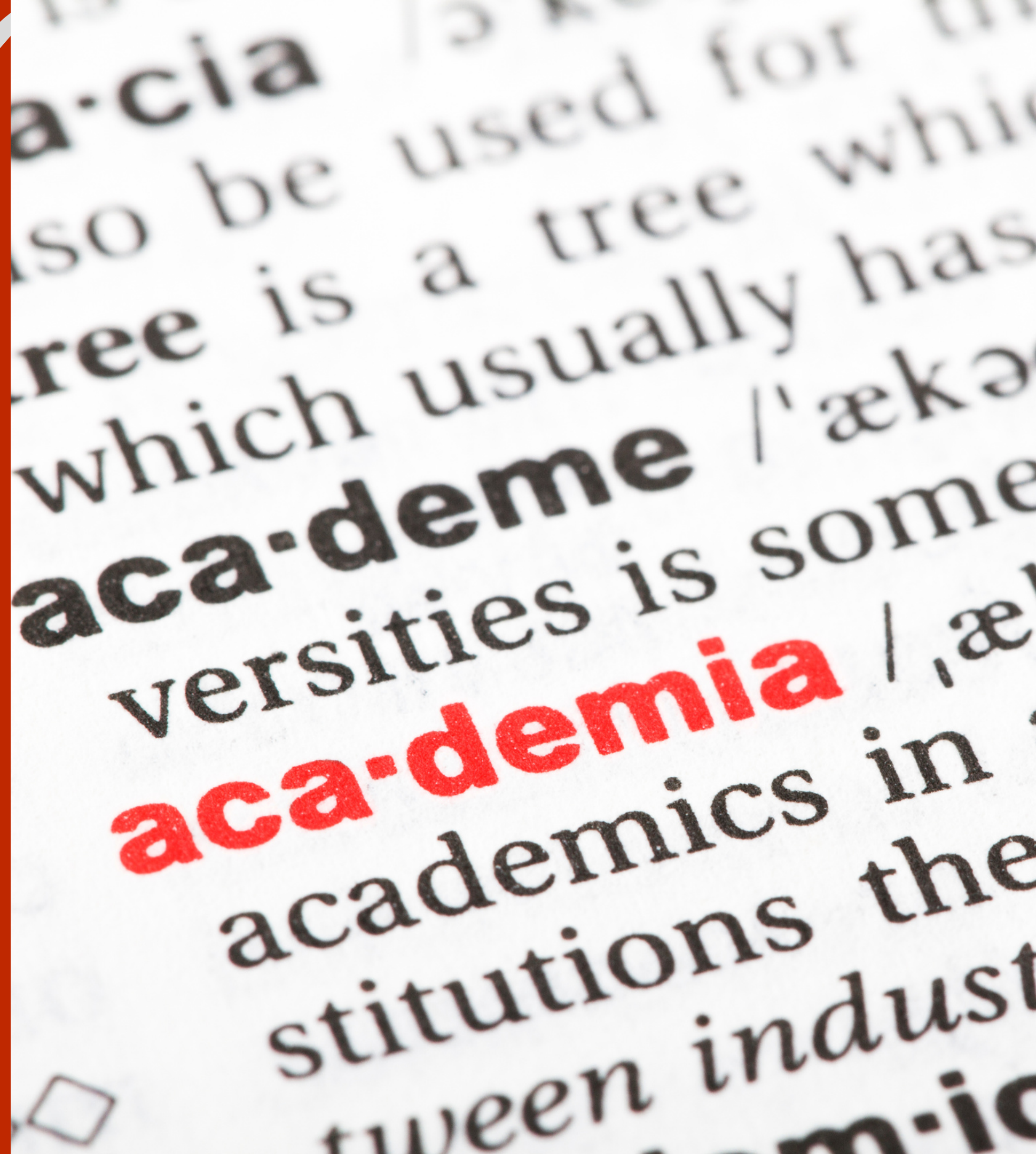
Teaching Philosophy

- **Human first, Black queer feminist educator second**
- Social justice framework, inclusive pedagogy
- Warm demander approach
 - High expectations of students, building trust, foster self-confidence and exploration of brilliance, "and help them to reach their potential in a disciplined and structured environment"- Delpit (2013)
 - Indigenous roots





- How does open education look during a nationwide racial awakening?
- How does open education look during the COVID-19 era?
- What are commitments and promises open education needs to revisit?
- What now takes priority in open education?







***We are teaching students,
not content.***



*"Black and third world people are expected to educate
White people about our humanity."-Audrey Lourde*

White Academia: Do Better.

Higher education has a problem. It's called White supremacy.



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RESIST



Social Justice and Open Education

- How do we make sure that scholars and sources from marginalized communities are better represented?
- How can we talk more to educators about how open education can help decolonize their curriculum?
- How can we make sure that the Global North isn't always writing for the Global South in openly-licensed materials.

Table 1: Three Principles of Social Justice Applied to Open Education

Social Justice Principle	Open Education Example
Redistributive Justice	Free educational resources, textbooks or courses to learners who by circumstance of socio-cultural position cannot afford them, particularly learners who could be excluded from education or be more likely to fail due to lack of access to learning materials.
Recognitive Justice	Socio-cultural diversity in the open curriculum. Inclusion of images, case studies, and knowledges of women, First Nations people and whomever is marginalised in any particular national, regional or learning context. Recognition of diverse views and experiences as legitimate within open assignments and feedback.
Representational Justice	Self-determination of marginalised people and groups to speak for themselves, and not have their stories told by others. Co-construction of OER texts and resources about learners of colour by learners of colour, about women's experiences by women, about gay experiences by gay identifying people. Facilitation to ensure quiet and minority views have equal air-time in open online discussions.

Whose Knowledge is Reliable?

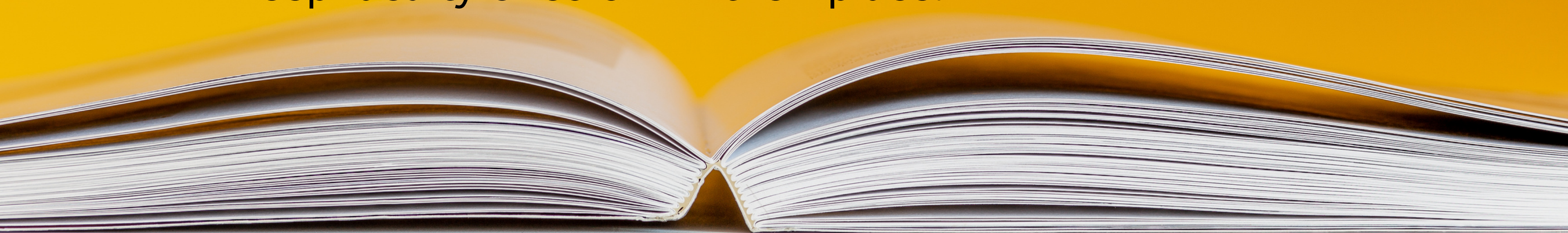
“Cis gender, White men from Western countries make up about 20 percent of the global population and yet they are writing 80 percent about the world.”

-Siko Bouterse



Racialized risks of 'open'

- Open work comes with perceived risks for faculty
- The risks are increasingly a part of the career experiences for faculty of color.
- “Virtual mobs” serves as a cultural backlash strategy to keep faculty of color “in their place.”



Open education is an act of resistance
Open education is radical
Open education is personal
Open education is revolutionary
Open education is communal
Open education is service





Questions?

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