



Opening Doors and Breaking Barriers: **Advancing EDI through Open Education**

Ashlyne O'Neil

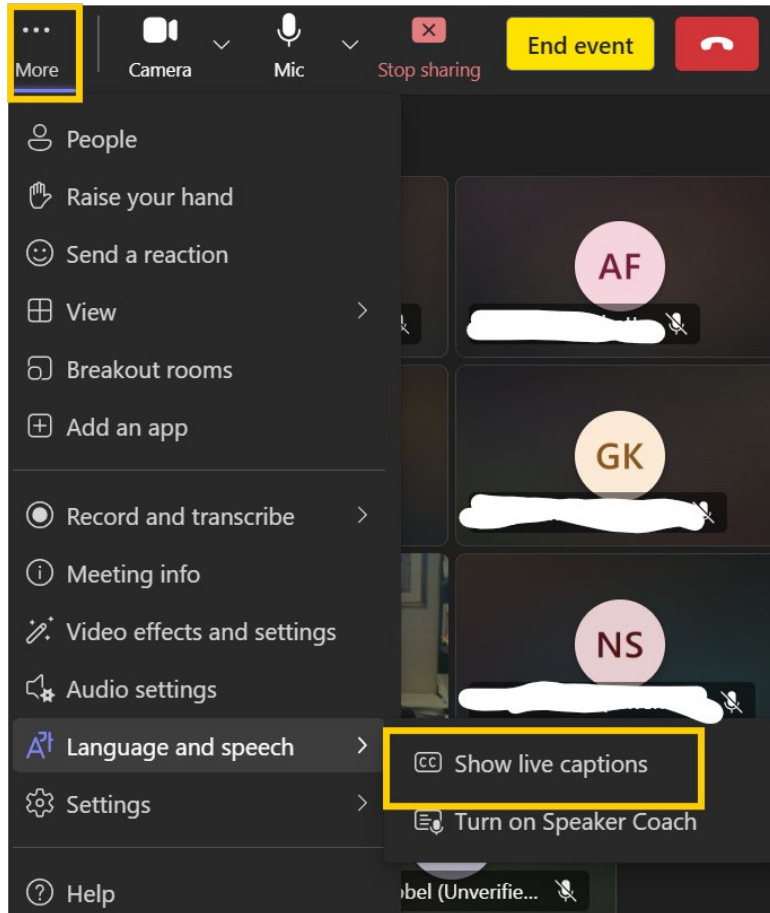
Educational Developer, Centre for Academic Excellence
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ST. CLAIR COLLEGE
CENTRE FOR ACADEMIC EXCELLENCE
AND QUALITY ASSURANCE

Using this space (MS Teams)



- Captions
- Chat
- Q & A
- Recording



Ashlyne (she/they)

- Educational Developer
- St. Clair College
- Background in Psychology, Education, and Open

*Slides are **CC BY-NC**
unless otherwise specified*

Today's Plan

- Open Education
- Diversity, Equity, Inclusion, and Decolonization



<https://flic.kr/p/7BWCTs>

My Positionality

- White
- Visitor on these lands (Treaty 2, 35)
- Queer
- Genderqueer
- Able-bodied
- Neurodivergent
- Working class
- First-in-family
- Background in psychology
- Engaging in open education & educational development since 2017
- Engaging in social justice for many years
- Always learning



Your Positionality



we are ALL affected by biases



Instructions

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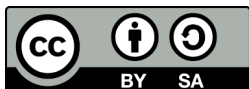
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What *is* open education?

Engaging in Open Pedagogy and Open Educational Resources



Open Definition

- “Open means **anyone** can **freely access, use, modify, and share** for **any purpose** (subject, at most, to requirements that preserve provenance and openness).”

<https://opendefinition.org/od/2.1/en/>



“Open as in...”

- Transparent
- Collaborative
- Free
- Accessible
- Flexible
- Equitable
- Empowering
- **Transgressive**



UN Declaration of Human Rights

- Article 26: (1) **Everyone has the right to education.** Education shall be free, at least in the elementary and fundamental stages. [...] **higher education shall be equally accessible to all on the basis of merit.**

Sustainable Development Goals

"Ensure **inclusive** and **equitable** quality education and promote **lifelong learning** opportunities for all."

4.3: By 2030, ensure equal access for all women and men to **affordable and quality technical, vocational and tertiary education**, including university

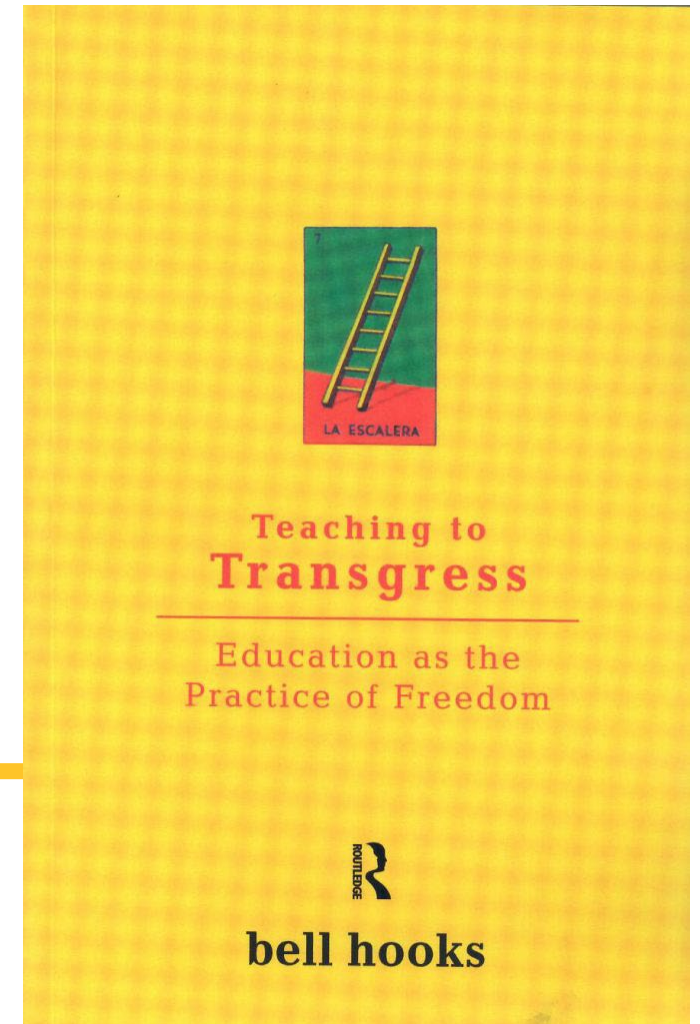
4.4: By 2030, eliminate gender disparities in education and **ensure equal access to all levels of education** and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

<https://sdgs.un.org/goals/goal4>



Teaching to Transgress

bell hooks, 1994

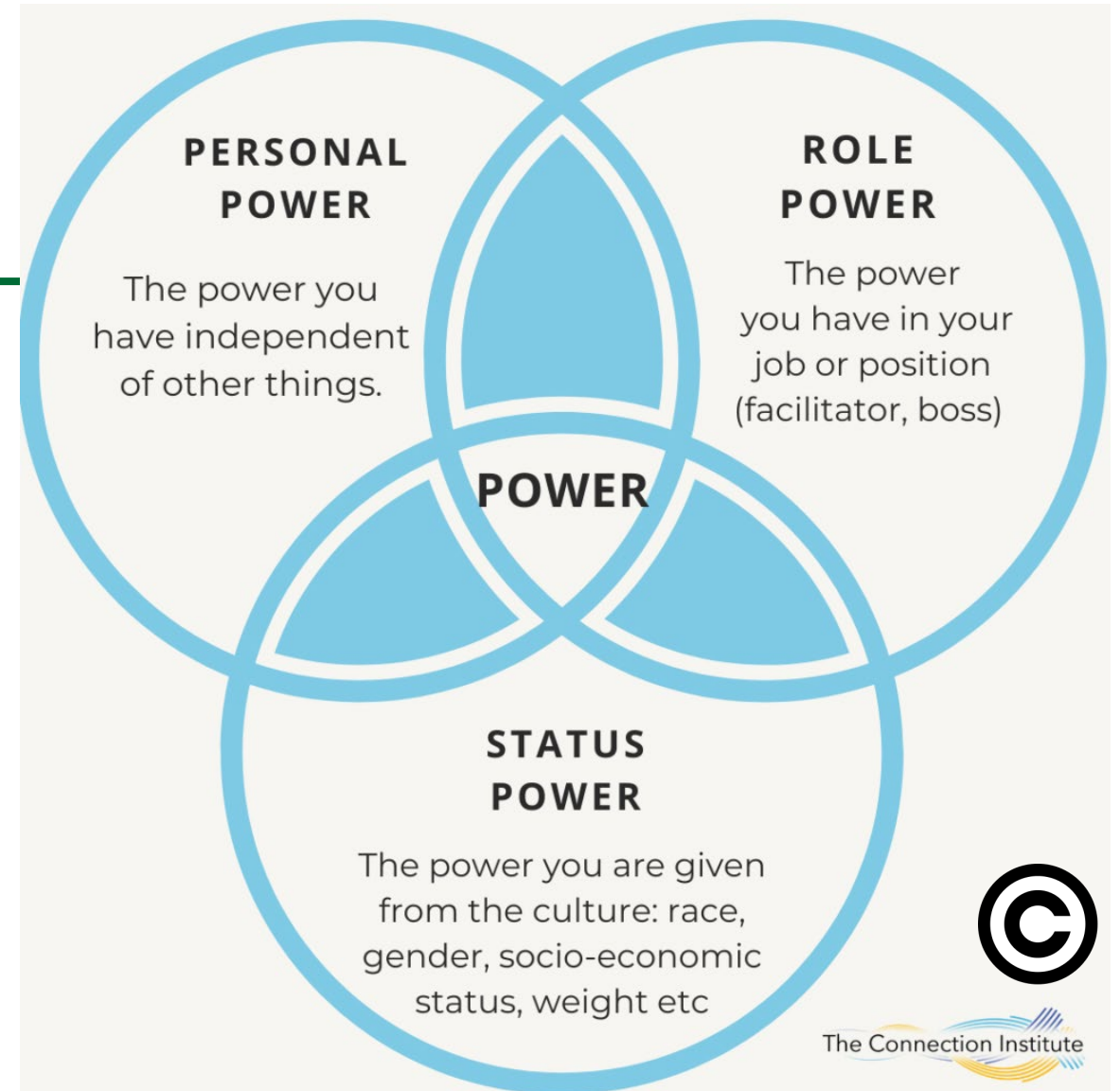


© Image is copyrighted

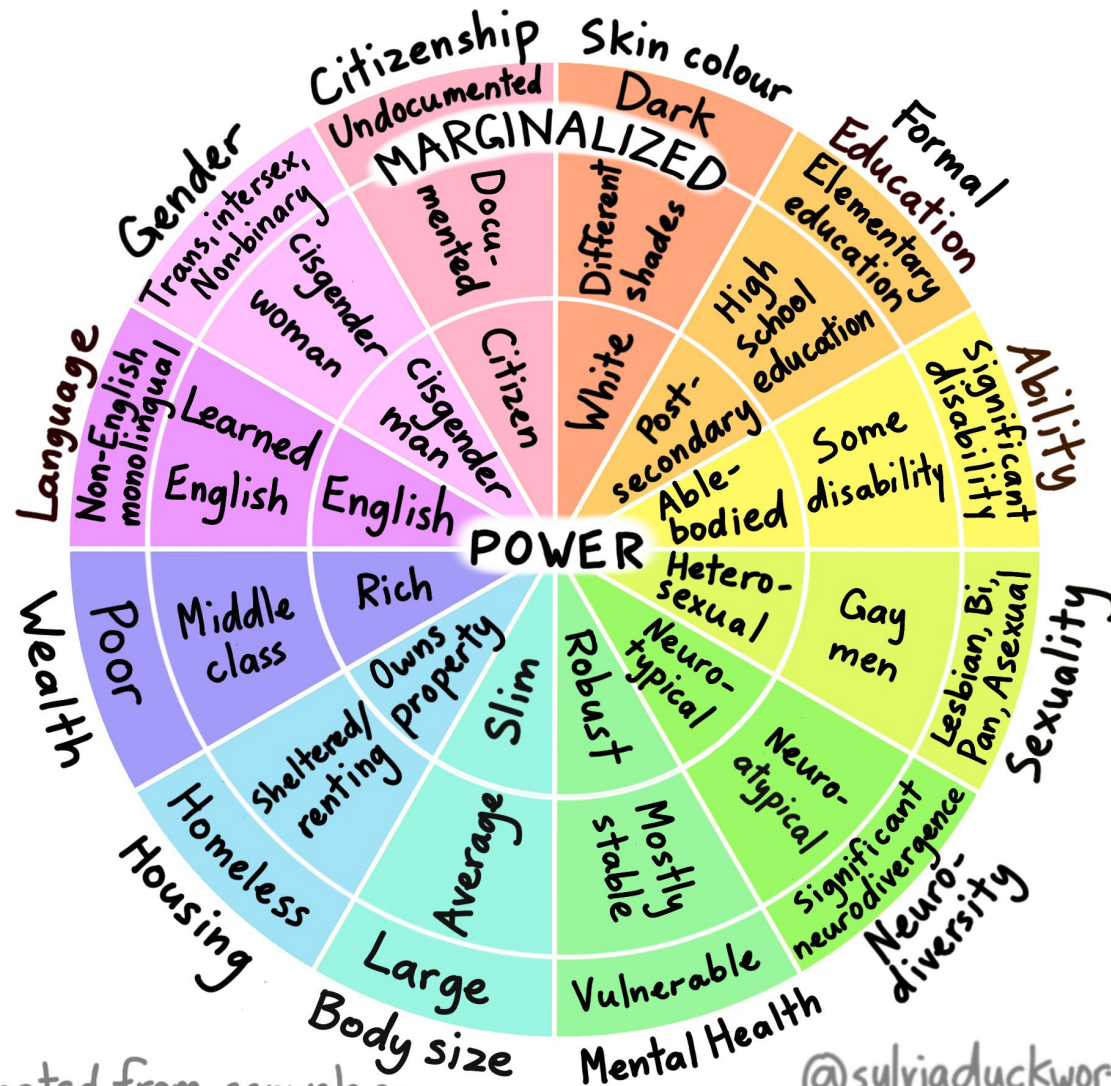


Types of Power

- Personal:
 - Expert & Referent
- Role:
 - Reward, Punishment, Legitimate
- Status:
 - Relates to all



WHEEL OF POWER/PRIVILEGE



+ add in positions of legitimate power

Adapted from ccrweb.ca

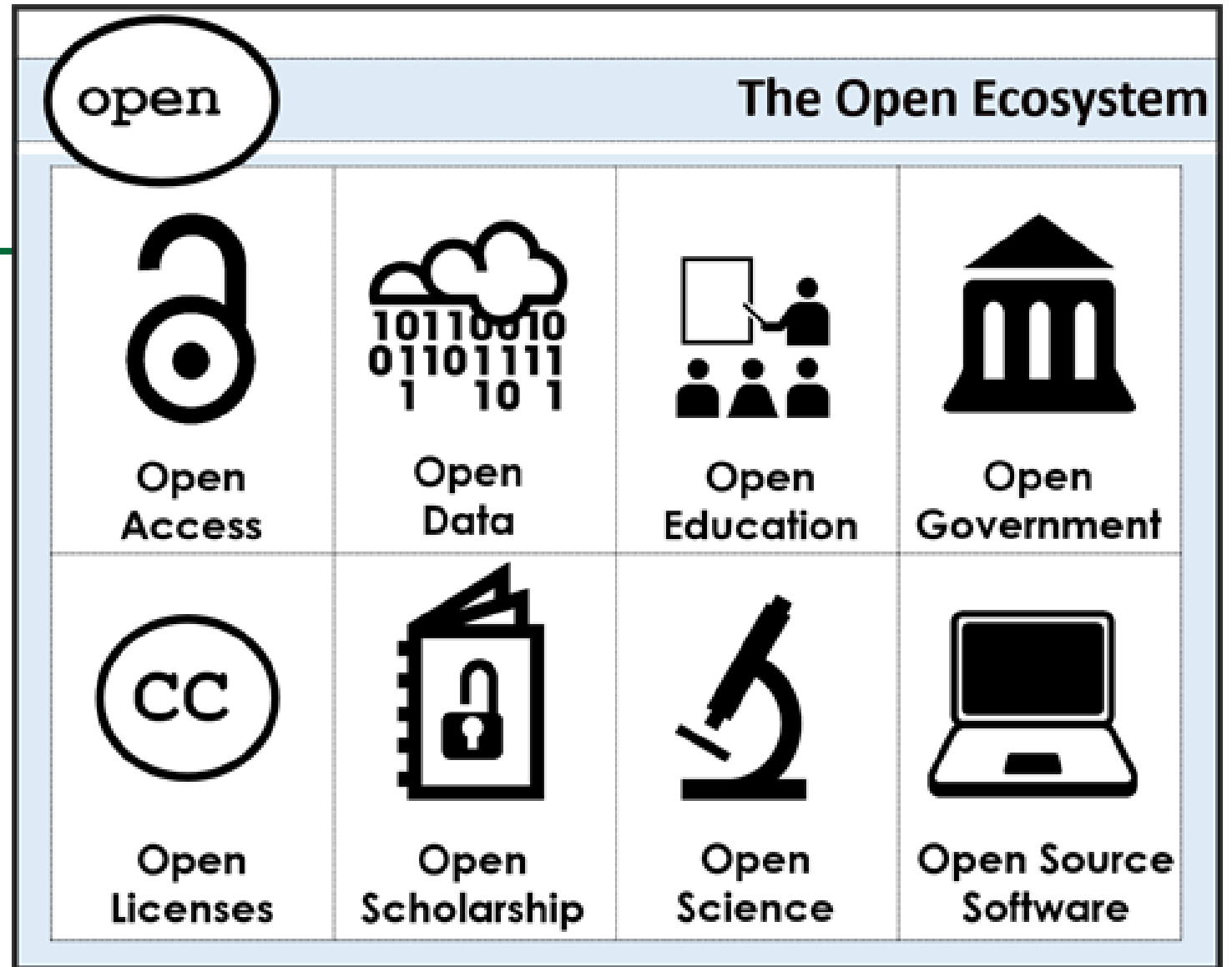
@sylviaduckworth

[Wheel of Power/Privilege by Sylvia Duckworth \(adapted from Canadian Council of Refugees\)](#)

EDI in our classrooms

- Consider your positionality, mindset, and values for teaching and learning
- Centre the humans*
- Provide multiple ways to engage with the content
- Trauma-informed approaches
- Anti-racist pedagogies
- Personalized learning
- Universal Design for Learning/Instruction
 - Making something usable without adaptations

“Open”



<https://i.pinimg.com/originals/de/5e/10/de5e105bd812fde1454634b5bfab0068.png>

OER

- Open Educational Resources
- Multiple formats
- Free to access



5 Rs of OER



Reuse

use the resource
in a variety of
ways, as it
currently exists



Remix

combine two or
more OERs to
create a content
mashup

5Rs of OER



Redistribute

share the original,
revised, or remixed
OERs



Revise

adapt, modify,
and improve the
resource to fit
your needs

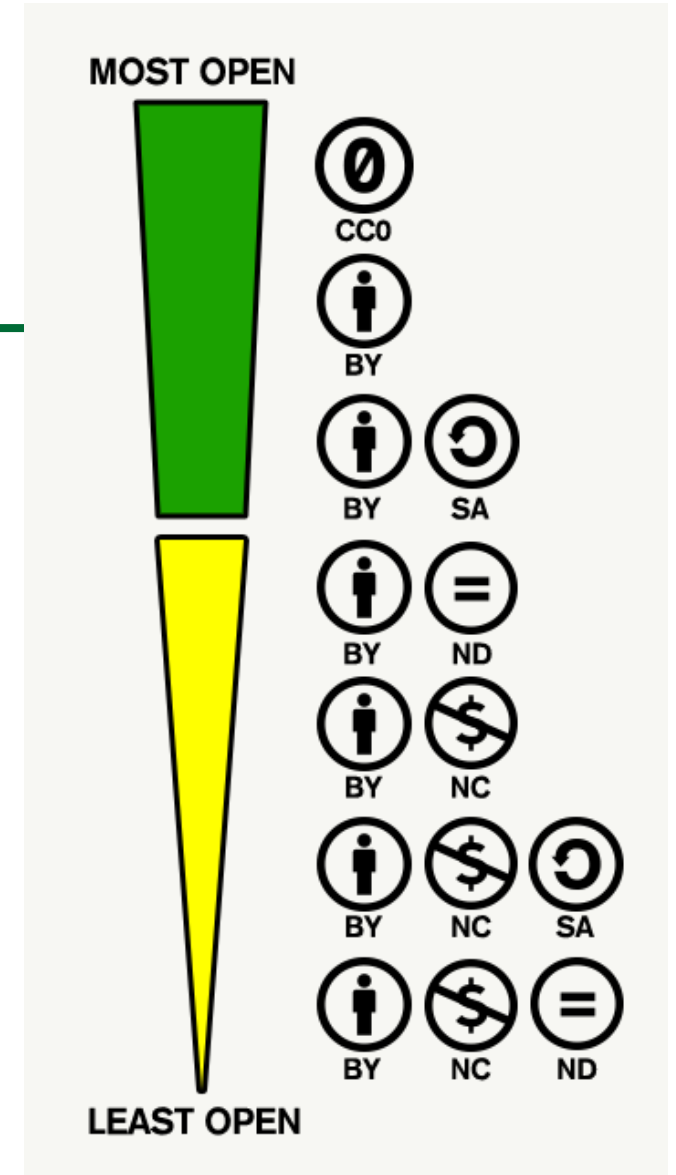


Retain

make, own, and
control your
copies of the
content

Creative Commons

- How you can use or adapt something depends on the license
- Establish limitations for the reuse of your own material



“Free” vs “Open”

- Free to access
 - Temporary?
 - Paid for by someone else?
 - Social media?
 - Fair dealing?
- Licensed for open use
 - Adaptation
 - Re-sharing



[CC BY-NC-SA Andrew Burrows \(Flickr\)](#)

Platforms we support

- Pressbooks
- H5P
- ... & others



Tell the stories that need to be told

Indigenous Pedagogies

Lorna Stolarchuk and Jaimie Kechego

An overview of some Indigenous Pedagogies and personal storytelling videos to help illustrate educational practices used by Indigenous Peoples in the land we now call Canada.



Creative Commons Attribution NonCommercial NoDerivatives

READ BOOK



<https://ecampusontario.pressbooks.pub/indigenouspedagogies/>

Amplifying historically marginalized voices

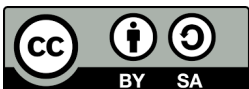
Empowering Bystanders Against Anti-Black Racism (EBAAR)

Olamide Akintomide; Jemimah Amos; Tori Ivey; Nadia Washington; Frankie Cachon; and Ashlyne O'Neil



Creative Commons Attribution NonCommercial ShareAlike

READ BOOK



Diverse Image Repositories



[CC BY Disabled and Here](#)

- [Redefining Women \(Noun Project\)](#)
- [Images of Empowerment \(women's lives and work\)](#)
- [The Gender Spectrum \(Vice\)](#)
- [LGBTQ Collection on Pexels](#)
- [Wikimedia Commons LGBT Collection](#)
- [Nappy \(Black and Brown people\)](#)
- [Women of Color in Tech](#)
- [Free Stock Photos of Black People \(Unsplash\)](#)
- [Diversity images \(Unsplash\)](#)
- [Indigenous People in Education](#)
- [Indigenous Canada Images Archive](#)
- [Disabled and Here Collection](#)
- [AllGo \(Plus Size Office Workers\)](#)
- [Open Peeps \(avatars & characters\)](#)
- [#Anthrollustrated \(diverse anthropologists\)](#)
- **[Diverse Human Anatomy \(videos + images\)](#)**

Open Pedagogy

- Openness is enacted within **all aspects of instructional practice**:
 - Learning outcomes & objectives
 - Content curation
 - Learning activities
 - Assessments
 - Classroom environment
 - Community

Open Pedagogy in Practice

- Sharing
- Transparency
- Collaborative knowledge construction
- Deconstructing traditional power structures
- Personalized Learning
- Learner empowerment

*“If we merge OER advocacy with ...
**pedagogical approaches that focus on
collaboration, connection, diversity,
democracy, and critical assessments of
educational tools and structures,** we can
begin to understand the breadth & power
of **Open Pedagogy as a guiding praxis.**”*

Rajiv Jhangiani & Robin DeRosa, “[Open Pedagogy](#),”
in *A Guide to Making Open Textbooks with Students*, Liz Mays, ed.



Impact on Instructors

Flexibility, accessibility, efficiency, control



Student Impact

Affordability, Engagement, Representation, Empowerment



Sustainability

What do we do with old textbooks?



Challenging the human hierarchy

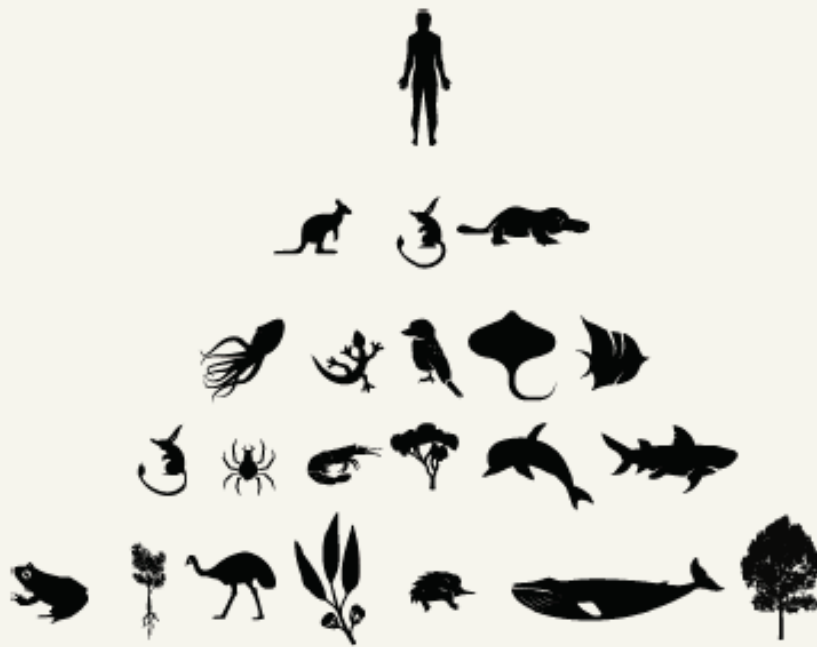


Fig.1. Western worldview and evolution of systems design
(Country Centred Design asset)



Fig.2. Indigenous worldview and evolution
systems design (Country Centred Design asset)

Abdilla et al., 2022. Out of the Black box: Indigenous Protocols for AI

**“Openness is not a
panacea...nor is it
free of cultural
baggage”
- Cormier, 2009**



<https://davecormier.com/edblog/2009/11/24/open-educational-resources-the-implications-for-educational-development-seda/>

Limits of Open Education

- Coloniality within OERs
- White & Western hegemony pervades
- English language
- Lack of incentives

**Paying historically marginalized peoples for labour and content*



Taken for granted

- Education science is universal (it is not!) (King, 1999)
- Learning outcomes are the benchmark (they are not!) (Fasheh, 1990)
- 'Open' is neutral and apolitical – and so is education data (they are not!) (Watters, 2014)
- 'Open' removes systemic barriers to access (not necessarily) (Bali et al., 2018)
- 'Open' is inherently good or just (not necessarily) (Watters, 2014)

[Moustafa \(2022\), Decolonising Open Educational Resources \(OER\): Why the focus on 'open' and 'access' is not enough for the EdTech revolution](#)

Beware of fake “open”

- [Audrey Watters: From Open to Justice](#)

Openwashing: n., having an appearance of open-source and open-licensing for marketing purposes, while continuing proprietary practices.



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Where do we go from here?

In what ways can you imagine **open education furthering justice in higher ed?**

Thank you

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SCC OE Bingo Keyword: Equity



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Sources not listed on slides

- [Wrecking ball](#) (cover image)

