

Open Education for Student Success



Introduction – Siyaphumelela Conference 2024

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Siyaphumelela
we succeed

Openness: an evolving concept

- Knowledge is a public good
- Access to education
- Increased participation
- Relationship to open education concepts, policies, open licences, open educational resources (OER) and open access .



Focus in today's symposium on

- ▶ Open licensing;
- ▶ Open education resources;
- ▶ Open Pedagogy
- ▶ Open textbooks

(And there are other components not discussed here, e.g. Open access publications)



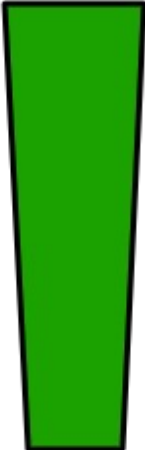
Open licensing

- The opposite of “All Rights Reserved” copyright.
- Open licence as a **flexible form of copyright** that specifies how the work can be used **without requiring** the **permission** of the copyright holder.
- Openly licensing a resource **does not give away** its copyright.
- Most used licenses are by **Creative Commons (CC)**.



Creative Commons licences

MOST OPEN



CC0

≡ Public Domain



BY

Attribution only



BY



SA



BY



ND



BY



NC



BY



NC



SA



BY

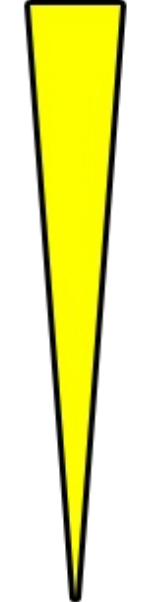


NC



ND

LEAST OPEN



Open Educational Resources (OER)

- Teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their **free use** and **repurposing** by others.
- e.g. CC BY or CC BY SA



Open Pedagogy

- ▶ Also known as Open Education Practices
- ▶ More than one definition
 - ▶ The use of OER to support learning
 - ▶ The practice of engaging with students as creators of information rather than simply consumers of it
 - ▶ Student-created resources that are openly licensed
 - ▶ leads nicely on to



Open Textbooks

- ▶ They are essentially
 - ▶ Textbooks with an open licence
 - ▶ Made available online
 - ▶ Freely used by students and educators
 - ▶ Distributed as pdfs, e-books, print or audio
- ▶ Part of the OER movement, and assist students with access and affordability
- ▶ See UCT [DOT4D](#) project and [OpenUCT](#)



How does open education relate to student success?

- Large-scale US study* (Univ. Georgia) found that OER
 - Saved students money
 - Improved grades
 - Improved completion rates
 - Decreased withdrawals and failures, esp. for underserved.

*Colvard et al. 2018 in IJTLHE



How does open education relate to student success?

- ▶ Meta-analysis (2019-24)*
 - ▶ Improved completion rates and course grades
 - ▶ OER as a cost-effective, scalable intervention to improve student success in higher education

*Cho & Permzadian, 2024 IJER



How does open education relate to student success?

- Scope for research in this area in South Africa





OER Africa CPD frameworks



OER Africa CPD Frameworks

- Current grant from Hewlett Foundation
- Mid 2022 to mid/end 2025
- Four questions that guide the work:
 - How to encourage staff to complete ongoing CPD without expensive extrinsic motivations;
 - How to support those responsible for implementing CPD to adopt more flexible approaches to CPD;
 - How to harness openly licensed resources; and
 - How to collaborate with other institutions to strengthen CPD and enable more cost-effective implementation.

Four outcomes

- Outcome #1: Comprehensive CPD Frameworks developed for University Senior Managers, Academics, and Academic Librarians,
- Outcome #2: Online Collection of CPD OER in higher education, with segmented collections and courses
- Outcome #3: Development of policy and institutional environments at African universities that support implementation of CPD on effective OER practices
- Outcome #4: Establishment of a CPD Network to share lessons learned in effective implementation of CPD and facilitate peer support for ongoing implementation of institutional activities



Three CPD frameworks

- Academics
 - Senior Management
 - Academic Librarians
- Each framework consists of
- **Domains** – areas of practice that we consider highly valuable
 - **Capability descriptors** – break the domains down into smaller units

CPD framework for Academics



Suggested domains – we realise there is overlap and linkage between them

Capability descriptors

Domain	Capability Descriptor. Academics can....
<p>Facilitating Learning.</p> <p>Mediating and facilitating content and resources guided by sound pedagogical practices</p>	<ul style="list-style-type: none"> • Provide a learning environment that supports students' academic and contextual needs. • Provide ongoing feedback to support teaching, learning and assessment. • Facilitate and motivate students to take ownership of their own learning. • Apply a range of pedagogies appropriate to the mode of delivery (distance/blended/online) and how students learn. • Facilitate teaching and learning appropriate to the mode of delivery and class size. • Evaluate and improve their own practice and share with wider community.

OER linked to the framework

- ▶ Our idea is that each of the four domains will be supported by curated, high quality OER on the OER Africa website
- ▶ Anyone wishing to run CPD in these domains can use the OER to do so.
- ▶ We also aim to identify and make available OER for other domains as requested by institutions.



All the CPD frameworks and resources will be on the new OER Africa website

www.oerafrica.org

CURRENT FOCUS

Developing professional competences and skills



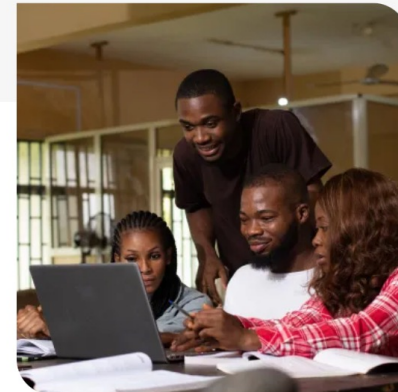
**OPEN
EDUCATION
TUTORIALS**



**ADVANCED
DIPLOMA IN
TECHNICAL AND
VOCATIONAL
TEACHING
(ADTVT)**



**OER
COURSEWARE**



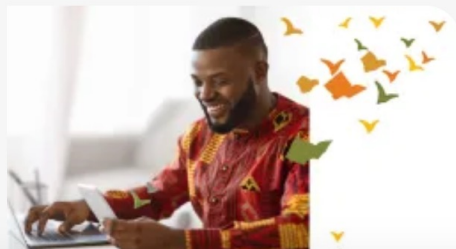
Open Education Tutorials

OER Africa has developed, and continues to test, innovative alternative approaches to continuing professional development (CPD) for academics. One strategy has been to develop Open Education Tutorials for university academic staff that will empower them to embrace open education.

[READ MORE](#)

WHAT'S NEW

Articles and Updates



Screenshot



If you would like to take any of this conversation further

- Check out our website
- Email me at tonyl@saide.org.za

