



# **Advancing Social Justice** through Open Educational Practices

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Reading: Framing Open Educational Practices from a Social  
Justice Perspective

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Special Collection: **Open Education and Social Justice**

## Articles

Framing Open Educational Practices from a Social  
Justice Perspective

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# Open Educational Practices

may include the use of open educational resources (OER) but that encompass multiple forms of openness beyond or even without OER (Bali, Cronin, & Jhangiani, 2020)

draws upon open technologies that facilitate collaborative, flexible learning and the open sharing of teaching practices (Cape Town Open Education Declaration, 2007)

an attitude or worldview which includes making oneself vulnerable, narrating one's own practice and sharing one's incomplete scholarship openly, practices which may or may not involve use of technology (Bali & Koseoglu, 2016)

# Open Educational Practices

Emphasis on process as opposed to content (Koseoglu & Bozkurt, 2018)

focus on fostering learner activity and agency (Bali, Cronin, & Jhangiani, 2020)

open pedagogy as an access-oriented commitment to learner-driven education AND a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part (DeRosa & Jhangiani, 2017)



## Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education

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**Keywords:** social justice, Open Education, Open Educational Resources, Open Educational Practices, OEP, critical theory, definition

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“Open Education is the development of free digitally enabled learning materials and experiences **primarily by and for the benefit and empowerment of non-privileged learners who may be under-represented in education systems or marginalised in their global context.**

Success of social justice aligned programs can be measured not by any particular technical feature or format, but instead by **the extent to which they enact redistributive justice, recognitive justice and/or representational justice.**”

Lambert (2018)

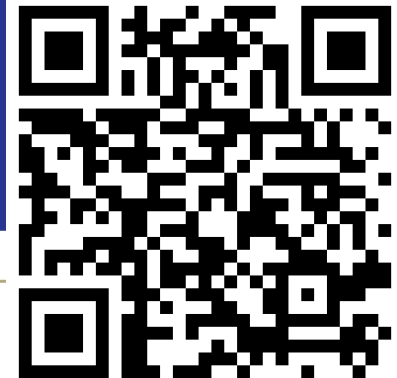
Social Justice Principle	Explanation	Example
Redistributive justice	Allocation of material or human resources towards those who by circumstance have less	Free educational resources to learners who cannot afford them
Recognitive justice	Recognition and respect for cultural and gender difference	Socio-cultural diversity in the open curriculum
Representational justice	Equitable representation and political voice	Co-construction of OER about learners of colour by learners of colour



## **A Social Justice Framework for Understanding Open Educational Resources and Practices in the Global South**

*Cheryl Ann Hodgkinson-Williams and Henry Trotter*

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“Social justice as “parity of participation” (2005, p. 73), as both an *outcome* where “all the relevant social actors [...] participate as peers in social life” and a *process* in which procedural standards are followed “in fair and open processes of deliberation” (Fraser, 2005, p. 87).

**Table 1: Conceptualisation of Fraser’s Social Justice Framework**

Dimension	Injustices	Affirmative response: <i>addresses injustice with ameliorative reforms</i>	Transformative response: <i>addresses the root causes of inequality</i>
Economic	Maldistribution of resources: <i>economic inequality</i>	Redistribution: <i>of resources</i>	Restructuring: <i>of economic model</i>
Cultural	Misrecognition: <i>attributes of people and practices accorded less respect, status inequality</i>	Recognition: <i>valued, respected, esteemed</i>	Re-acculturation: <i>plurality of perspectives, but always fallible</i>
Political	Misrepresentation: <i>lacking right to frame discourse, norms and policies</i>	Representation: <i>social belonging</i>	Re-framing: <i>parity of rights</i>

Content-centric to Process-centric

Teacher-centric to Learner-centric

Primarily pedagogical to social justice oriented

# Collective exercise

Analyzing four  
examples of OEP

# Teacher using/assigning OER in class

Content- or Process-centric?

Teacher- or learner-centric?

(Primarily) pedagogical or social justice oriented?

- Economic justice
- Cultural justice
- Political justice

# Student-created OER

Content- or Process-centric?

Teacher- or learner-centric?

(Primarily) pedagogical or social justice oriented?

- Economic justice
- Cultural justice
- Political justice

# Considering Process-focused OEP from a Social Justice Perspective

OEP	Neutral or Negative	Ameliorative	Transformative
Student-created OER	<p>Neutral if highly structured and teacher-directed</p> <p>Negative if content available publicly or openly is dominated by one perspective</p> <p>Negative if exploiting student labor</p> <p>Negative if without student agency</p>	<p>Ameliorative if content created or adapted to increase representation of diverse identities and marginalized groups</p>	<p>Transformative if marginalized students have power of decision-making over content, process and epistemological frameworks</p>

# Renewable assignments (e.g., student-created quiz questions, instructional videos, etc.)

Content- or Process-centric?

Teacher- or learner-centric?

(Primarily) pedagogical or social justice oriented?

- Economic justice
- Cultural justice
- Political justice



# Considering Process-focused OEP from a Social Justice Perspective

OEP	Neutral or Negative	Ameliorative	Transformative
Renewable Assignments	<p>Negative if without student agency, if teacher-centric instructions, and/or if reproduces hegemonic knowledge</p> <p>Negative if students not appropriately informed on how to engage in open practice and its risks</p>	Ameliorative if introduces previously scarce cultural knowledge (with appropriate permission) into open spaces	Transformative if students from marginalized groups fully involved in decision-making of what and how this will happen

# Collaborative knowledge creation (e.g., Wikipedia assignments)

Content- or Process-centric?

Teacher- or learner-centric?

(Primarily) pedagogical or social justice oriented?

- Economic justice
- Cultural justice
- Political justice

# Considering Process-focused OEP from a Social Justice Perspective

OEP	Neutral or Negative	Ameliorative	Transformative
Wikipedia Editing	Negative if insufficiently prepared learners are exposed to edit wars and online abuse	Ameliorative if content is created or adapted to increase representation of diverse identities and marginalized groups	Transformative if more representation in leadership (not just content) and if epistemology is challenged, i.e. what counts as credible sources?

# Working in Dyads

Identifying,  
analyzing, and  
advancing  
additional  
examples of OEP

## Identify

One additional example of OEP

- Better if from your own practice

## Analyze

Key dimensions:

- Content- or process-centric
- Teacher- or learner-centric
- Primarily pedagogical or social justice oriented

## Advance

Identify one change that could further advance this OEP towards justice

## Share

Quick summary

Closing thoughts