Opening Up as the World Shuts Down: Empowering Students to Advocate for Equitable Access and Social Justice by Becoming Open Education Influencers

Panel leads: Gino Fransman & Sarah Hutton
Anne-Mart Olsen
Curriculum Development

Gino Fransman
Project Founder/Leader: OpenEdInfluencers

Koshala Terblanche
System Engineer Blended Learning

Sarah Hutton
Head, Student Success & Engagement

Theresa Dooley
Learning Commons Supervisor & Student Training Team Lead

Anne-Mart Olsen
Curriculum Development

Matilda Smith
Director: Law Clinic @MandelaUni

Carol Will
Learning Commons Coordinator

Annette M. Vadnais
Student Success & Outreach Librarian
"A team without trust isn't really a team. It's just a group of individuals working together, often making disappointing progress. They may not share information. They might battle over rights and responsibilities, and they may not cooperate with one another.

It doesn't matter how capable or talented you are. If you can't build relationships fast, then you may never reach your full potential."

(Carnegie, 1934) *How to Win Friends and Influence People*
This panel session previews a collaboration between Nelson Mandela University, the Open Education Influencers, the University Libraries’ Student Success & Engagement group at UMass Amherst, and the inclusion of a media production company - ProductionHauss.
The **Becoming an Open Education Influencer** course is under construction and in the process of being loaded to our selected Learning Management System (LMS), Moodle. Today, we share parts of the course for the first time.

Meet: BOEI Advocacy, **today**.
More like grocery shopping than a final product reveal, we are now reaching out to the community to help fill the basket.

As you hear the story so far, keep in mind that we are happy to consider your suggestions and support for the way forward.
Collaborate to create an empowerment vehicle housed online

The vehicle should be able to be developed for further empowerment of advocates for change, hence the course’s CC-BY-SA license

Profile various stakeholder aims, experiences, challenges and strategies to participate meaningfully in the collaboration

To share the potential of BOEI, and get more to do the same
MADE DURING LOCKDOWN

A Video Telling the Story of Collaboration Amidst a Global Pandemic

Made During Lockdown 2020:

OEI Collaboration

An OpenEdInfluencers
Open Praxis Media Creation Project

CC-BY-SA

All Footage Shot on Mobile Phone Cameras
Port Elizabeth, South Africa
Amherst, USA

NELSON MANDELA UNIVERSITY
The Research on Open Educational Resources for Development (ROER4D Project) outputs offers three main challenges in the Global South.

Conrad and Prinsloo (2020) explore how open is not always open. Ecologies of education exist in a network of:

- Social;
- Political;
- Technological;
- Economic;
- Environmental; and,
- Legal frameworks
In the Global South, OER ‘as a response to educational challenges’ (ROER4D, 2017:11) has potential to improve the quality of education in 3 ways by exploring

- How OER can improve the quality of learning materials;
- How OER can improve the quality of teaching practice;
- How OER can improve student outcomes.

*In the Global North - focus is predominantly on affordability
THE STRATEGY

Create an Empowerment Vehicle in Support of These Aims to Expand the Potential and Benefits of Open and OER, via Student Advocacy
BOEI Content Development Process

Gino leads a team of student advocates to create course content for BOEI as an OE4BW project initiative, focusing on the SDGs to lay the groundwork for modules, 2018-2019.

Gino and OEIs kickoff programming at Nelson Mandela University (NMU), and share their progress at OEGlobal in Fall 2019, where first connection with the University of Massachusetts Amherst (UMA).

1. Module Framework
   - Anne develops course structure document, uploads to GDrive.
   - Anne creates manual templates for modules, uploads to GDrive.

2. Module Content
   - UMA Team translates course structure document to manual template for all 6 modules, upload to GDrive.
   - OEs upload module content to GDrive in corresponding module folder.

3. Module Content Review
   - Sarah conducts in-depth content review of all manuals.
   - Gaps addressed, content/comments added where NMU needs to make final decision.
   - Track changes cleaned, uploaded to GDrive.
   - Anne reviews, uploads to GDrive.

4. Quality Assurance
   - Gino conducts final review of uploaded manuals in GDrive.
   - Any remaining comments are resolved and content embedded, drawing from OE contributions.
   - Track changes cleaned, uploaded to GDrive.
   - Anne reviews, uploads to GDrive.

5. Online Artifacts
   - Koshala takes clean manual and begins buildout in Open Moodle.
   - Questions that arise during content development will be posed to NMU/UMA team by email or WhatsApp group.
   - Once module build is complete, Koshala will inform group for review with deadline.

6. Review Online Artifacts
   - UMA Team conducts review, providing feedback in doc, uploaded to GDrive.
   - Filename: UMA_Artifact_Review_Module[1]
   - Gino/OEIs conduct review, incorporating UMA feedback, in doc uploaded to GDrive.
   - Filename: NMU_Artifact_Review_Module[1]

7. Changes to Online Artifacts
   - Koshala takes feedback from both teams, incorporates into Moodle build, informs teams that module build is complete/changes applied.
   - NMU/UMA teams use team meetings for shared final review.
   - Gino provides final approval.
BOEI Content Development Process
UMass Amherst Team Approach Prior to Moodle Content Development
[Covers Up to Step 4 of NMU Approach Outlined by Koshala]

01. **Course Structure**
Owner: Anne
Creates doc, based on shared content, deposits into shared BOEI GDrive.

02. **Manual Templates**
Owner: Anne
(NMU) Template derived from C.O.L.; 6 created/in GDrive.

03. **Content Translation**
Owner: UMA (all)
Content is copied from Structure doc(s) to Manual Templates; gaps highlighted/flagged for review.

04. **In-Depth Review**
Owner: Sarah
Once content is translated to the manual templates, Sarah reviews, uploads review to GDrive; UMA (Mod): FINAL: for NMU

05. **Handoff to NMU**
Owner: NMU/Koshala
Gino provides final review and OA of GDrive, Koshala translates to module design in Open Moodle.
Module Content

Status Update 11/15/20

Status Key

1 Module Framework
2 Module Content
3 Module Content Review
4 Quality Assurance
5 Online Artifacts
6 Review Online Artifacts
7 Changes to Online Artifacts

Open: Module 1
1 2 3 4 5 6 7

Ubuntu: Module 2
1 2 3 4 5 6 7

Advocacy: Module 3
1 2 3 4 5 6 7

Facilitation: Module 4
1 2 3 4 5 6 7

Influencing: Module 5
1 2 3 4 5 6 7

Sustainable Development Goals: Module 6
1 2 3 4 5 6 7
What Has Changed Since COVID Came Into Our Lives

- W. E. B. Du Bois Learning Commons
- Student Success Peer Leaders Program
- Expanding Beyond the Libraries into the Commonwealth
- Connecting with the Global Learning Community
Student Government Association

at the University of Massachusetts Amherst
Make Textbooks Affordable

Each semester I spend $500 on textbooks

I just spent $200 on textbooks
## STRATEGIC INITIATIVES

### Open Educational Resources

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### OVERVIEW

The **Open Educational Resources** initiative grew out of recommendations from the Commissioner’s OER Work Group and aims to expand OER use on campuses and provide advice and counsel to the DHE for statewide implementation.

### CONTACT

Robert J. Awkward, Ph.D.,
Director of Learning Outcomes Assessment

(617) 994-6908
rawkward@dhe.mass.edu
Student Advisory Council

2020 Student Advisory Council Executive Team

The Student Advisory Council (SAC) was created to establish a dialogue between student leaders from every public college and university in Massachusetts and the Board of Higher Education.
Pandemic extended timelines (also provided benefits to the collab and building relationships)

Electricity supply issues in South Africa were tricky!

On-site and remote work, internet and tech access illustrated the breadth of challenges to learn and teach globally.

Time Zones (working asynchronously vs synchronously). Time zones mean waiting for responses.

And yet! Let’s meet Advocacy next

“COVID, COVID, COVID, all you hear about is COVID, COVID, COVID…”

speech bubble by Icon Island from the Noun Project; Cartoon Celebrity Comic Donald Trump, OpenClipart-Vectors/pixabay.com
Course Homepage

Welcome, Open Education Enthusiasts - We Are So Glad You Are Here!

This course is designed to help individuals who are passionate about Open Educational Resources (OER) to become more effective at influencing decision-makers, and take direct action to affect change in education systems. Throughout this course you will learn about what Open Education Resources (OER) are, how to search for and effectively locate OER, and how to create your own open content, applying Creative Commons Licenses. Below you will find more information on what the Open Education Influences course curriculum is, what you will learn, and how it will help you to affect change in your education communities.

Instructional Design by Nelson Mandela University and the University of Massachusetts Amherst

You are logged in as Gino Fransen (Log out)
Becoming an Open Education Influencer
About this course

This course is designed to help individuals who are passionate about Open Educational Resources (OER) to become more effective at influencing decision-makers, and take direct action to affect change in education systems. Throughout this course you will learn about what Open Education Resources (OER) are, how to search for and effectively locate OER, and how to create your own open content, applying Creative Commons Licenses. This is a fully online, learner self-paced, self-guided course. There is no required group work for this course.

Each module should take about 3 hours to complete. There are 6 modules that make up the full course.
“The Advocacy Module ticks a number of important boxes for me:”

- It has made learning about Advocacy and learning about Open Educational Resources fun and a pleasure;
- It models what it teaches;
- Advocacy is one of the essential tools of any legal practitioner, no matter your field of practice or study;
- I’m going to suggest that all our students do it, advocate to our course convenor that he include it in the course;
- Make it a requirement that all our candidate legal practitioners take the module;
- Seriously thinking about how I can make it a pre-qualification for aspirant candidate legal practitioners;

If you care about anything, take the Becoming an OpenEdInfluencer Advocacy module.
WE NEED TO MEET IN PERSON!

As collaborators under lockdown, we have maintained our ambitions through a focus on helping others, and built some great relationships.

So: we need an international conference and funding to get there (after vaccines, of course).

Expanding the reach of engagement with BOEI.
QUESTIONS AND DISCUSSION
Now Is the Time to Share Thoughts, Ideas, and Start New Collaborations!

1. What are your thoughts about what has been shared?

2. How can you imagine using BOEI in your situation, institution, environment, or space?
Becoming an Open Education Influencer [BOEI]

Project Leader/Author:
Mr Gino Fransman (Nelson Mandela University)

Project Mentor:
Dr Robert Farrow (Open University, UK)

Hub Coordinator:
Mr Igor Lesko (Open Education Global)

Project Collaborators:
Anne-Mart Olsen (@MandelaUni Curriculum Development), Matilda Smith.
OpenEdInfluencers @MandelaUni – Kelly Liberty, Nomawethu Matyobeni, Sumaya Daffala,
Ntemesha Maseka, Kirsty Meyer, Mlungisi Mhlongo

University of Massachusetts Amherst: Sarah Hutton, Theresa Dooley, Carol Will, Annette Vadnais

Production Hauss: the BOEI media partner in Port Elizabeth
Phil Haussler, Sandra Haussler, Malcolm Kroon

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Engage with the BOEI Collaborative team!

✉️ Gino Fransman  
Gino.Fransman@mandela.ac.za

✉️ Sarah Hutton  
shutton@umass.edu

PLUS

Visit [http://openedinfluencers.mandela.ac.za/](http://openedinfluencers.mandela.ac.za/)

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